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ABSTRACT

A model to encourage and facilitate change in school media programs was developed and field tested. The model was intended to provide assessment measures of media centers, planning strategies, and methods for implementing change. The model considered personnel, physical plant, collections, and operations. In 1975, the model was field tested in eleven elementary schools and six high school. Follow-up questionnaires and site visits suggested that the model was instrumental in creating changes in the school media centers. The text is a detailed collection of documents which trace the planning, execution, and results of the project. (EMH)

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IR003 215

Practicum Report

A MODEL FOR IMPROVING SCHOOL MEDIA CENTERS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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by

James D. Turpin

Submitted in partial fulfillment of the requirements of the degree of Doctor of Education, Nova University

Atlanta Cluster
Dr. R. E. Flanders

Maxi II Practicum
February 9, 1976

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PREFACE

In deciding upon a practicum topic, the writer asked for suggestions from the faculty of the building he administers. (See Exhibit 1.) Based upon suggestions from this group the writer consulted the Media Department of the school system. This practicum report reflects one major area of concern indicated by the two groups consulted--developing a model that will pre-assess, will make suggestions for improvement of the inadequacies identified in the pre-assessment, and will post assess media center programs.

The author has drawn upon research, experience, and advice in compiling and field testing the contents of this practicum. It is desirous that the contents will prove beneficial to the educator desiring to improve media programs.

ACKNOWLEDGMENTS

The writer wishes to express his appreciation for the assistance of the many individuals and organizations who contributed to the development of this practicum. Without their help, the practicum would not have been possible.

The assistant superintendent for instructional supporting programs, area assistant superintendent, directors of elementary and secondary education, and the director of the department of educational media from the author's school system sanctioned the practicum and authorized the use of facilities, supplies, and human resources. The cooperation of these individuals and their staffs was an important aspect.

Fellow principals from eleven elementary and six secondary schools and their media specialists played a vital role in the development and field testing of the model.

Teachers, parents, and students from the seventeen schools involved also made important contributions.

Finally, the author is very grateful to the Evansdale certificated and non-certificated staff for their assistance in the practicum.

ABSTRACT

The purpose of this practicum was to develop and field test a model for improving school media centers. The model was implemented in a metropolitan Atlanta school system. Eleven elementary and six secondary schools were involved in the field testing of the model. Results demonstrate that the model could be beneficial in the improvement of media programs at a system-wide or individual school level. The practicum results suggest that the model may be useful to administrators, media specialists, and higher education personnel for the assessment and improvement of media programs.

INTRODUCTION

Media program change has been slow and conducted in a passive manner for years. Change can be encouraged in many ways. Higher education can use their training programs for librarians, administrators, and teachers as a means to encourage change. Betty Fast (1975) suggested that the learner-centered school media program idea is actually revolutionary in today's public schools. She also suggested that the media specialist and the media program lead the way toward change related to the learner-centered school media program.

Media program changes can also be implemented through the planning, evaluation, and priority setting process. It is through this method that the writer desires to implement change in the media program of the school district in which he is employed and perhaps contribute to a method of promoting change in the total education field.

Standards for School Media Programs (1969) suggested that because of the rapidity of change in educational, technological, and other fields national media standards require continuous revision. Based on this suggestion, the American Association of School Librarians and the Association for Educational Communications and Technology developed and published Media Programs: District and School (1975). These standards promote media programs that are user-centered, flexible, objective based, and that possess alternatives. These standards as well as Standards for Public Schools of Georgia (1975) and Guide to Evaluation and Accreditation of Schools (1973) were used as resources in the development of evaluative instruments used in the pre-assessment activities of the practicum.

A few instruments have been developed with the intent of evaluating media programs, comparing data collected to minimum or specfied standards and using the results to plan for the future. A Guide for Evaluating, Establishing, Developing School Media Programs (1973) is one such instrument. However, this instrument uses the 1969 standards as a means of comparison and is lacking in the vital area of treatment of the data after collection.

This practicum emphasizes the establishment of priorities for improvement and action planning through in-service programs and workshops.

STATEMENT OF THE PROBLEM

Local

In an effort to identify a meaningful problem which is recognized by the entire faculty as a need for improving the educational program at Evansdale and one which might contribute to the systemwide educational program, a needs assessment was conducted (Exhibit 1). Twenty-eight professional staff members participated in the needs assessment. A high interest was indicated in the area of improving the present school media center. The areas most frequently listed as being unsatisfactory were:

1. Lack of learning materials, equipment, and media services.
2. Unfair and unequal sharing of learning materials, equipment, and media services.
3. Inadequate place to prepare plans and learning materials for teaching.
4. Lack of availability of learning materials, equipment, and media services when needed without having to submit to so much "red tape", etc.

Systemwide

Dr. Snell Mills, Director, DeKalb County Schools Media Services Department, was presented the media center problem identified at Evansdale School. He indicated that this was a problem systemwide and that there was a need for a model that would pre-assess, would suggest techniques and procedures for improvement, and would post assess media center personnel, facilities, collections, and operations. Dr. Mills committed the field testing of the model in seventeen schools.

A five member committee from the Media Services Department was appointed to work with the researcher in the development, implementation, evaluation, and institutionalization of the practicum. The committee consists of the following:

Dr. Snell Mills, Director
Mrs. Wilma Cravey, Supervisor
Mr. Richard Cantrell, Audio-Visual Specialist
Mrs. Dot Hanson, Coordinator
Mrs. Blanche Brown, Librarian

The purpose of this practicum is to develop, implement, and evaluate a model for improving media centers for use by the DeKalb County Schools Media Services Department in the future as an instrument to help them improve media centers throughout the DeKalb County School System.

RELATED MEDIA PROGRAM THEORIES

Many theories related to media programs have evolved over the years. The passive approach and the active approach to media programs and the way they relate to student learning and the curriculum have surfaced as the major theories.

The passive approach emphasizes order, control, schedules, and media as its own field separate from the school curriculum. The active approach emphasizes involvement, open activity, learner-oriented environment, and an atmosphere where media and the school curriculum complement each other.

REVIEW OF SELECTED LITERATURE

The importance of collecting and providing reading materials and of having someone in charge of the collection and services offered can be traced back to the early 1800's when Napoleon had a portable library and a personal librarian to supervise his collection (Dobi, 1974).

For many years the task of librarians have been unchanged. Their responsibilities seem to have been threefold: (1) select useful materials, (2) organize the materials in some way, (3) assist the user in locating the materials they need.(Betty Fast, 1975) suggested that although Frances Henne promoted the unified media concept, (librarians become media specialists and assume the position of curriculum coordinator in the school), that most people today do not realize the potential of the fusion.

Training patterns for librarians (media specialists) range from accredited programs with the purpose of providing professional credentials (Library Journal, 1967) to media-technician programs at the community or junior college level. Programs for training librarians (media specialists) seem to be divided into two distinct categories: (1) those aimed at producing more professionals and (2) those aimed at producing greater specialization. Some implemented or suggested library personnel training programs are library aide program (Orne, 1966), community college trained library technicians (Knapp, 1966), undergraduate minor program in Library Science (McDonough, 1966), and a major in Library Science with basic preparation at the undergraduate level (Franklin, 1966).

Sudar, (1966) suggested three levels of training for library personnel: (1) the graduate level for those who will be the leaders of the field; (2) a program at the bachelor's level for junior and senior professionals; and (3) a two-year program to prepare library assistants to handle routines.

The Southern Association of Colleges and Schools (1973) enhanced the importance of properly trained media personnel when it adopted standards requiring proper certification and personnel in all its member schools. The competency based certification concept related to the training of media personnel was brought into focus by as many as six training schools during the 1974 academic year (Franklin, 1974).

The American Association of School Librarians (1975) further enhanced the importance of media personnel when they published standards related to professional, support, district, and school media staff and responsibilities. Library media personnel standards related to certification and student-librarian ratio support media services in the state of Georgia (1975).

All types of libraries (higher education, secondary education, public, elementary education) have been classified as being obsolete by critics of the American library system. Early measurement of libraries against standards (Mahar, 1965) revealed that most libraries did not meet minimum requirements. A report by President Johnson (1965) indicated that about 70 percent of public elementary schools did not have libraries. Also, the majority of the high school libraries did not meet minimum standards.

Lack of financial support has been a problem for libraries for quite some time. The American Library Association (1965) reported that it would require $600 million to bring public school libraries up to a minimum standard of financial support. Many school districts experienced difficulties building enough classrooms during the late fifties and early sixties. Trying to pass bond issues for library construction would have met with much opposition at this time. The first federal aid to libraries was made available by the passage of the Library Services Act in 1956. This act supported libraries until it was expanded in 1964 to include funds for building programs. The Elementary and Secondary Education Act supports the purchase of school library materials.

Libraries have experienced difficulties getting a high priority on state education budgets. However, the matching nature of federal funds has led to increased state appropriations for library services.

Some major trends in the media field today are as follows: (1) both media specialists and their support staff are becoming more organized toward unity, and professionalism (Gwinup, Flanagan, 1974); (2) paperback books are being made a part of elementary school collections (Larrick, 1975); (3) the development of children's collections in research libraries is beginning to assume its rightful place (Henne, 1975); (4) recognition of the need for libraries to be a more responsive and dynamic social institution, serving the community as well as the school (Jehu, 1970); (5) technology playing a more dynamic role in the operation of media centers (White, 1973); (6) the development of more detailed standards related to the user-centered school, and that are flexible, objective based, and possess alternatives (Southern Association of Colleges and Schools,1973, American Association of School Librarians,1975, and Georgia State Department of Education, 1975).

Since the libraries are being confronted with a large number of students who plan to enter college, with a changing curriculum and teaching and learning patterns, and with demands for expanded collections, their future is one of great challenge.

EXECUTING THE PRACTICUM

Objectives

1. Develop a model that will pre-assess, will make suggestions for improvement of the inadequacies identified in the pre-assessment, and will post assess media center personnel, facilities, collections, and operations.

2. Promote the optimum use of available personnel, collections, facilities, and operations presently available through the school media center.

3. Promote the acquisition or improvement of additional needed media center personnel, facilities, collections, and operations.

4. Implement and evaluate the model proposed in Objective 1.

Site

The practicum was developed and field tested in a metropolitan Atlanta school district, DeKalb County, Georgia, Schools. Eleven elementary schools and six secondary schools were involved in the actual implementation and evaluation of the practicum. (See Exhibit 2.)

Population

The faculties, student bodies, parents, principals, and media specialists in eleven elementary and six secondary schools were either directly or indirectly affected by this practicum. The schools involved have approximately 22,000 students, 1,000 teachers, 10,000 parents, 23 media specialists, and 29 administrators. Twenty-two media specialists, 17 principals, 149 teachers, 37 parents, and 232 students composed the sample of participants who actually participated in the practicum activities. The participants were selected on a random and stratified random sample basis.

Human and Material Resources

A project team composed of the director, two coordinators, one media specialist, one audio-visual specialist from the department of educational media, and the author was established during the early stages of the practicum (Exhibit 3).

Principals and media specialists from eleven elementary and six secondary schools participated throughout the practicum (Exhibit 4). Many students and parents were consulted during the practicum. A role description was developed for each of the individuals or groups associated with the practicum (Exhibit 5).

Media Programs: District and School (1975), Guide to Evaluation and Accreditation of Schools (1973), and Standards for Public Schools of Georgia (1975), as well as the other sources listed in the reference section of this report were used as material resources throughout the practicum.

Developing the First Assessment Instrument

The first task was the development of a proposed assessment instrument by the project team. The project team used their own expert opinions and a search of related literature in the development of the assessment instrument. The first assessment instrument was then sent to 61 elementary and 20 high school media specialists for their evaluation of its contents (Exhibit 6). An item analysis of the proposed assessment instrument was conducted. Results were listed by percent of media specialists rating each criterion very important, less important, does not apply, desirable, or statement unclear. (See Guiding Principles Results, Exhibit 7 and Assessment Criteria Results, Exhibit 8.) Using this data the project team revised some criterion and made the decision that a separate assessment instrument would be needed for the following assessment groups: principals, media specialists, teachers, and parents-students.

Selecting Participants

A participation survey was sent to 102 schools in the DeKalb County, Georgia, School District (Exhibit 9). Thirty-five schools expressed an interest in participating in the practicum. A stratified random sample of eleven elementary and six secondary schools was taken using enrollment, faculty experience, faculty size, media budget, and student distribution by race as criteria for selection (Exhibit 2). The participating schools were notified of their selection and given a tentative schedule (Exhibit 10).

Orientation Session

An orientation session was conducted for principals and media specialists of the seventeen schools participating in the practicum. A time schedule, roles, project structure, pre-assessment, data analysis, post assessment, and follow up were discussed during the orientation session(Exhibits 11 and 5).

Pre-Assessment

The media programs of the seventeen schools were assessed by the building principal, media specialist(s), teachers, students and parents using the four assessment instruments developed by the project team (Exhibit 12).

Data Analysis, Establishing Priorities, Plan of Action

A planning-work session was conducted for the purpose of analyzing the pre-assessment data, establishing priorities for improvement and making implementation plans. These areas were developed for each of the seventeen participating schools on an individual basis during the work session. The six member project team was available during the work session for consultation and leadership purposes (Exhibits 13 and 14).

An item analysis was done on an individual school basis for each group sampled (Principal, Media Specialist, Teachers, Parents, and Students). Any item rated needs improving or unsatisfactory by fifty percent or more of the teachers, parents, and students was selected for inclusion in a list of potential media program weaknesses as identified by the five groups sampled (Exhibit 15). All items listed as media program weaknesses (Exhibit 15) were matched by assessment instruments using a conversion table (Exhibit 16) to determine which items were identified by two or more sample groups as possible weaknesses (Exhibit 17). Any item rated as needs improving or unsatisfactory by three or more of the five groups sampled was selected for inclusion on a high priority media program weaknesses list (Exhibit 18). These items were listed by category (Personnel, Facilities, Collections, Operations). A category conversion table was used to assist in performing this task (Exhibit 19).

The described data (Exhibits 15, 17, 18) was distributed and interpreted to the principal and media specialist from each of the seventeen schools during the work session. They were then asked to meet in small groups and establish media weaknesses priorities using the weaknesses identified by three or more groups (Exhibit 18). They were encouraged to include additional weaknesses not identified in Exhibit 18 but identified through their professional training. The project team gave individual and group assistance during the small group work time. The principal and the media specialist were asked to return to their schools and prepare implementation plans for the priority weaknesses established in the work session and return their plans to the project team within two weeks (Exhibit 20).

Several weeks were allocated for the purpose of implementing the plans for improvement of their media center. During this time the project team members visited the project schools and were available in a consultant capacity. A post test was then developed for each individual school. This post test was directly related to the first five priorities developed earlier by each school (Exhibits 21, 22, 23). A component of the post test was the opportunity for each project school to list long range or follow-up plans as well as to evaluate their progress during the practicum period.

Finally, each of the principals and media specialists involved in the development and implementation of the practicum were asked to evaluate the results of the practicum using an instrument developed by the author (Exhibit 24).

EVALUATION

The effectiveness of the practicum was evaluated in three different ways:

1. Each participating school completed a post test that was individualized to measure the implementation of the priorities established from data collected by the pre-assessment activity. (Refer to Exhibit 23.) An important component of this post test was the evaluative criteria built into the test which permitted long range follow up on those priorities that might take more than one year to implement. This helps the model to emphasize long range, continuous improvement in media services.
2. Twenty-five randomly selected administrators and media specialists from the seventeen participating schools evaluated the step by step activities conducted during the study (Exhibit 24). The evaluation instrument used was developed by the author with input from the project team. One or more of the instrument items were designed to measure each of the objectives proposed in the initial practicum proposal.
3. One participating administrator, two project team members (trained and skilled in media services and employed at the systemwide level), and one systemwide curriculum and instruction coordinator evaluated the practicum using the written letter method of evaluation.

Participating School's Post Test

Using the five highest priorities established by each field test school from the pre-assessment of their media program by the five sample groups (principal, media specialist(s), teachers, parents, students) the author and the project team developed an individualized post test for each of the seventeen schools Exhibit 23). Eighty-three weakness priorities were evaluated by the seventeen field test schools. Much or some improvement was indicated in sixty-three percent of the priorities evaluated. Long-range follow-up plans were made for twenty percent of the priorities while little improvement was indicated in fifteen percent of the priorities. Two percent of the priorities were not answered (Exhibit 25).

In comparing priorities related to the frequency the field test schools worked toward improvement the third priority ranked number one, second priority number two, and the first priority number three. Priority number four indicated the least amount of improvement followed by priorities two and one. More long range plans were made from priority four followed by priorities one and five (Exhibit 26). This indicated that the field test schools were taking action on any weakness identified and not necessarily in priority order.

Administrator and Media Specialist Evaluation

The step by step activities conducted during the practicum were evaluated by twenty-five randomly selected principals and media specialists (twelve principals and thirteen media specialists) from the seventeen participating schools. Using the instrument developed by the author with input from the project team each evaluator rated the value of the practicum to his media program. The most important activity, as rated by this sample, was the work session where goals, priorities, and implementation plans were developed. The least important activity was the parent-student pre-assessment instrument (Exhibit 27).

A section of the instrument provided a place for written evaluation comments. A few of the comments written by principals and media specialists are:

1. This entire project has been most valuable as we have gathered information and evaluations of our media program from all segments of the school community. It was practical, needed research and a project that was overdue.

2. I felt that a less sophisticated instrument should be used by the students.

3. This study helped to bring the problems and success of the media center to the immediate attention of the administration and staff.

4. I am glad that we participated in the study. It was well organized.

5. The evaluation of the media program study has resulted in much improvement for our media center. I feel that this was very useful and worthwhile.

6. Having the meeting where we worked together--principals, librarians, and county people was very valuable. Over all rating--excellent.

7. Looking objectively at our media center and developing priorities has been a worthwhile experience.

8. The media program study was a valuable method of bringing about improvements in the media center.

9. The project provided an excellent opportunity for librarians and principals to evaluate the services of the media center.

10. I am pleased with our accomplishments for the year,and I look forward with enthusiasm to implementing our plans for the future.

Observer's Evaluation

Four observers--a local school administrator, the director of the department of media services, the systemwide supervisor of media centers, and a systemwide curriculum and instruction coordinator were requested to evaluate the practicum. Each observer was requested to evaluate the practicum in terms of the activities conducted, the final package, and its potential use in the future. The evaluators indicated that the activities conducted were meaningful, useful, and of a high caliber. They also indicated that the packaged form has good potential for future use in helping educators evaluate their media centers (Exhibit 28).

FURTHER IMPLEMENTATION OF THE PRACTICUM

There are many ways this model and packaged form of the model will be useable and profitable in assessing and improving media centers on the local and systemwide levels. Institutionalization, or further implementation of the model, was supported by all of the evaluators (participating schools, administrators, media specialists, observers) as indicated elsewhere in this report. Some specific ways further implementation could be enhanced are:

1. Follow up on the implementation of the long range plans developed by the participating schools. The director of media services has indicated this will be done.
2. Duplicate the practicum in all or some of the eighteen schools that expressed an interest in participating but were not selected for initial participation. The author, director of media services, and members of the project team are committed to this action.
3. The model might be used by the author's school district or other school districts as one component of their administrator's and media specialist's in-service programs.
4. The model could be used at the university level in administration and media specialist courses.

The evaluators, practicum participants, project team members, and other educators have related that the model has high institutionalization value as reflected in other sections of this report. Finally, the author believes the model possesses high institutionalization value and will continually work to this end. Institutionalization will be encouraged by the author through (1) contact with fellow administrators and professional associates; (2) the use of seventeen participating schools as visitation resources; (3) and through providing consultant service locally, statewide, and nationally.

APPENDIX

EXHIBIT 1

Memo To: Evansdale Faculty

From: James D. Turpin

Date: January 27, 1975

Reference: IDENTIFICATION OF AN EDUCATIONAL PROBLEM TO BE USED FOR A MAXI II PRACTICUM

1. What is a practicum? (See attached definition)
2. I am required to conduct four practicums (Mini, Midi, Maxi I and Maxi II) as part of my study for the Ed. D. degree at Nova University. I would like to conduct the Maxi II (the omega study) in an area the faculty feels a need for improvement of the Evansdale Educational Program.
3. Please list below three (3) problems which you feel need to be identified. A plan for correcting or improving the problem ranked as priority one will be developed, implemented, and evaluated. (The practicum will be conducted from April, 1975 through February, 1976.)

1.

2.

3.

EXHIBIT 2

Participating Schools

Elementary Schools	Enrollment	Faculty Exp.	Faculty Size	Present Budget	Percent Black American	Percent All Others
Sagamore	586	High	28	$ 400	0	100
Columbia	631	Ave.	32	250	30	70
Evansdale	518	Ave.	26	400	0	100
Forest Hills	309	High	11	100	23	77
Heritage	307	High	17	400	0	100
Idlewood	773	Ave.	32	1000	3	97
Medlock	508	High	24	300	21	79
Northwoods	581	Ave.	30	400	1	99
Skyhaven	807	Ave.	40	300	85	15
Tilson	686	Low	34	1200	99	1
Toney	901	Low	44		98	2
High Schools						
Columbia	1726	Ave.	67	3400	40	60
Henderson	1952	Ave.	90	2120	0	100
Cross Keys	1496	Ave.	70	2800	9	91
Lakeside	2000	Ave.	81	1100	1	99
Open Campus (Kittredge)	500	Ave.	32	2000	5	95
Gordon	1410	Low	56	2000	99	1

Criterion used for selecting schools for participation are: enrollment, faculty experience, faculty size, media budget, student distribution by race.

EXHIBIT 3

PROJECT TEAM MEMBERS

Dr. Snell Mills
Director
Department of Educational Media

Mrs. Wilma Cravey
Coordinator
Department of Educational Media

Mrs. Blanche G. Browne
Media Specialist
Department of Educational Media

Mrs. Dorothy A. Hanson
Coordinator
Department of Educational Media

Mr. Richard E. Cantrell
Audio-Visual Specialist
Department of Educational Media

Mr. James D. Turpin
Graduate Student
Nova University

EXHIBIT 4

FIELD TEST PARTICIPANTS DEKALB COUNTY, GEORGIA, SCHOOLS

Mr. Jerrold Schwartz
Mrs. Maurine T. Rootes
Columbia Elementary School

Mr. James D. Turpin
Mrs. Melba Gresham
Evansdale Elementary School

Mr. Kenneth Childers
Mrs. Edith B. Thomas
Forest Hills Elementary School

Mr. James Chivers
Miss Robbie Mae Franklin
Heritage Elementary School

Mr. Jack Lavender
Mrs. Marguerite K. Nolan
Idlewood Elementary School

Mrs. Billie Smith
Mrs. Helen Roberts
Medlock Elementary School

Mr. Sidney B. Horne
Miss Ruth Wright
Northwoods Elementary School

Mr. Mike Neal
Mrs. Marilyn W. Barnes
Sagamore Hills Elementary School

Mr. Cecil Q. Pinkerton
Mrs. Helen H. Ruffin
Sky Haven Elementary School

Mr. Frank Duncan
Mrs. Jacqueline Urquhart
Tilson Elementary School

Mr. Norris Tomlinson
Mrs. Mary B. Davis
Toney Elementary School

Mr. Ernest Hallford
Mrs. Florence H. Bailey
Mrs. Sara D. Murdock
Columbia High School

Mr. Harold Harris
Miss Ann Crabtree
Mrs. Dessa C. Moreland
Cross Keys High School

Mr. Leo Smith
Mrs. Lereader E. West
Mrs. Sharon Garrison
Gordon High School

Dr. Frank Campbell
Mrs. Lucille S. Traylor
Mrs. Frances F. Beard
Henderson High School

Mr. Wesley Hardy
Mr. William Addy
Kittredge Open Campus

Mr. John Kicklighter
Mrs. Jane R. Foster
Mrs. Lillian Furr
Lakeside High School

EXHIBIT 5

Orientation
W. D. Thomson Center
September 16, 1975

Agenda

I. Schedule
II. Individuals/Groups Involved (Role of Each Group)
III. Project Structure--Local School Level
IV. Pre-Assessment of Media Program
V. Analysis of Assessment Data
VI. Establishing Priorities
VII. Developing a Plan of Action
VIII. Post Assessment of Media Program
IX. Follow Up

I. Schedule

Sept. 16-	Orientation for principals/media specialists (Project Team) W. D. Thomson Center, Elementary Schools--1:00-1:45 High Schools--2:15-3:00
Sept. 22-Oct. 10-	Pre-Assessment of media program (Principals, Media Specialists, Teachers, Parents, Students)
Oct. 13-17-	Analysis of preassessment data (Project Team)
Oct. 20-24-	Establishment of priorities (Principals/ Media Specialists/Project Team) Work session Needs Goals Strategies
Oct. 27-Dec. 5-	Implementation of action plan (Principals/ Media Specialists)

EXHIBIT 5 (Continued)

Dec. 8-19-	Post assessment of media program (Principals, Media Specialists, Teachers, Parents, Students)
Jan. 12-30-	Analysis of post assessment data (Project Team)
Feb. 2-27-	Prepare final report (Project Team)
May 17-28-	Follow up (Principals/Media Specialists/ Project Team)

II. Individuals/Groups Involved

Project Team--Dr. Snell Mills, Jim Turpin, Wilma Cravey, Richard Cantrell, Dot Hanson, and Blanche Browne

Role--Develop assessment instrument, plan and conduct orientation session, analyze data, establish priorities, prepare final report, follow up

Principals--Eleven elementary, six high school

Role--Assess media program in their school, establish priorities, implement action plan for improvement, coordinate all project activities in their school, follow up

Media Specialists--All media specialists in seventeen selected schools

Role--Assess media program in their school, establish priorities, implement action plan for improvement, follow up

Teachers--A committee of teachers from each school

Role--Assess media program in their school (Possible involvement in implementation of action plan for improvement)

Parents--A committee of parents from each school

Role--Assess media program in their school (Possible involvement in implementation of action plan for improvement)

Students--A committee of students from each school

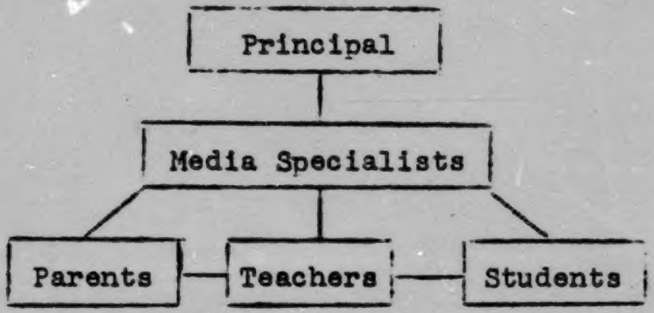
Role--Assess media program in their school (Possible involvement in implementation of action plan for improvement)

Specialists--Ron Francisco, DISPAC

Role--Analyze data

EXHIBIT 5 (Continued)

III. Project Structure--Local School Level



Activities

1. Assess media program using instrument(s) developed by project team
2. Collect results and forward to project team
3. Establish priorities for improvement
4. Develop action plan for improvement
5. Implement action plan for improvement
6. Follow-up activities

IV. Pre-Assessment of Media Program

Each individual/group will pre-assess their media program using assessment instrument(s) provided by project team.

V. Analysis of Pre-Assessment Data

Project team will analyze data and share results with principals/media specialists.

VI. Establishing Priorities

Principals/media specialists, using pre-assessment data, will establish priorities for improving their program in a work session led by the project team (Needs, Goals, Strategies).

EXHIBIT 5 (Continued)

VII. Developing a Plan of Action

Using the priorities established, principals/media specialists will develop a plan to implement one or more of their priorities. The project team as individuals or as a group will assist in the development of the implementation plans.

VIII. Post Assessment of Media Program

Each individual/group will post assess their media program after implementation of one or more of their priorities using assessment instrument(s) provided by the project team.

IX. Follow Up

All individuals/groups involved in the project will follow up final results and make recommendations for the future. Each local school will develop long range plans for improving their media program (personnel, collections, operations, and facilities).

EXHIBIT 6

May 15, 1975

Memo To: Principals and Directors of Instructional Centers

From: Snell A. Mills

Reference: School Media Program Evaluation Instrument

Librarians have been sent copies of a School Media Program Evaluation Instrument. They have been asked to evaluate the instrument so that it can be improved before it is used. The staff of the Educational Media Department and Jim Turpin, Principal of Evansdale Elementary School, developed the document for use next year in a pilot project involving approximately fifteen elementary and secondary schools in DeKalb County.

If you or your librarian desire additional information or would like to participate in the pilot project, contact Wilma Cravey (325-3520) or Jim Turpin (939-1270) by May 23, 1975.

EXHIBIT 6 (Continued)

May 15, 1975

Dear Fellow Educator:

I am conducting a doctoral study at Nova University under the direction of Dr. Murray Heyert, Department of Practicums and Case Studies. The purpose of the study is to develop and evaluate a model for improving media centers for use by the DeKalb County School System.

You are being asked as a media specialist, to evaluate the contents of the proposed assessment instrument that was developed from a search of the literature and opinion of a panel of experts.

Dr. Snell Mills and his staff will be working with me throughout the duration of the study. Please return both instruments and answer sheets to me at Evansdale School by May 30.

Thank you for your time and invaluable assistance.

Sincerely yours,

James D. Turpin

EXHIBIT 6 (Continued)

GUIDING PRINCIPLES

On the following pages is a list of guiding principles that may be used as guides in the development, evaluation, and maintenance of a media program.

Directions: A. READ each guiding principle carefully.

B. THINK about the value of the guiding principle in the development, evaluation, and maintenance of a media program.

C. DECIDE the degree of importance of the guiding principle. (Very important, less important, does not apply, desirable, and statement unclear)

D. MARK your answer on the answer sheet provided. (Use only a #2 pencil) Use numbers 1 through 33 on the first answer sheet.

Key: A. Very Important -- Should be Included

B. Less Important -- However, Should be Included

C. Does Not Apply -- Eliminate from Instrument

D. Desirable -- However, Can Have a Good Media Program Without It

E. Statement Unclear -- Needs to be Reconstructed

EXHIBIT 6 (Continued)

GUIDING PRINCIPLES FOR SCHOOL MEDIA PROGRAMS

	Very Important	Less Important	Does Not Apply	Desirable	Statement Unclear
Personnel					
1. Media staff is sufficient in number to provide a full range of media services.	A	B	C	D	E
2. Media professionals, as members of the instructional staff, make instructional decisions within their purview and provide appropriate leadership in the educational process.	A	B	C	D	E

Comments or Suggested Additional Guiding Principles

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Facilities					
3. The head of the school media program is responsible for evaluating facilities for the school media program and makes recommendations to the principal and the director of the district media program.	A	B	C	D	E
4. Planning provides for media program facilities that are appropriate to educational and media program goals and objectives, located for maximum accessibility to users, flexible enough to permit diverse activities and adaptation to changing uses.	A	B	C	D	E

EXHIBIT 6 (Continued)

	Very Important	Less Important	Does Not Apply	Desirable	Statement Unclear
5. Planning involves representatives of all user groups, i.e., media personnel, administrators, teachers, students, et cetera.	A	B	C	D	E

Comments or Suggested Additional Guiding Principles

Collections

6. The media collection is developed and expanded on a planned basis.	A	B	C	D	E
7. Collections are reevaluated continuouosly to insure that they remain current and responsive to user needs.	A	B	C	D	E
8. Selection of materials is guided by a selection policy formulated by media staff, administrators, faculty, and students.	A	B	C	D	E
9. Materials and equipment are evaluated prior to purchase by use of reliable evaluative selection tools and by first-hand examination, wherever possible.	A	B	C	D	E
10. Organization and arrangement make the collection easily accessible to users.	A	B	C	D	E
11. The collection contains the necessary variety of materials which gives the user opportunity to grow in ability to make choices, compare ideas, and discover new interests.	A	B	C	D	E

EXHIBIT 6 (Continued)

Very Important
Less Important
Does Not Apply
Desirable
Statement Unclear

Comments or Suggested Additional Guiding Principles

Operation of the Media Program

Planning

12. The media program reflects, supports, and also helps to determine the goals and objectives of the educational program of which it is an integral part. A B C D E

13. Planning for the program is based on users' needs and interests and involves the setting of priorities within program objectives. A B C D E

14. Planning is a cooperative and continuous process involving administrators, faculty, students, and community members as appropriate. A B C D E

Comments or Suggested Additional Guiding Principles

Budget

15. The head of the building media program works with the principal in creating budget recommendations based on program goals and objectives. A B C D E

EXHIBIT 6 (Continued)

	Very Important	Less Important	Does Not Apply	Desirable	Statement Unclear
16. Budget provisions are made for replacement of worn materials unsuitable for repair and of items of equipment for which maintenance costs exceed replacement costs.	A	B	C	D	E

Comments or Suggested Additional Guiding Principles

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Purchasing

	Very Important	Less Important	Does Not Apply	Desirable	Statement Unclear
17. Purchasing policies and procedures provide for acquisition of materials, equipment, and supplies at the time of need, including items required on short notice.	A	B	C	D	E
18. Centralized purchasing is used wherever it best serves the goals of the total educational program.	A	B	C	D	E
19. Purchasing policies encourage rather than restrict convenience in purchasing inexpensive consumable items at both school and district levels.	A	B	C	D	E
20. Purchasing policies and procedures provide for evaluation of materials and equipment prior to purchase.	A	B	C	D	E

Comments or Suggested Additional Guiding Principles

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EXHIBIT 6 (Continued)

	Very Important	Less Important	Does Not Apply	Desirable	Statement Unclear
Production					
21. Local production of materials encourages the creation, adaptation, duplication, and use of materials not readily or economically available elsewhere.					
22. The production program supports the curriculum and applies knowledge of teaching/learning and communication processes.	A	B	C	D	E
23. Policies for the production program recognize copyright laws and guard against their violation.	A	B	C	D	E

Comments or Suggested Additional Guiding Principles

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Access and Delivery					
24. Access and delivery systems provide for efficient acquisition, organization, and circulation of materials and equipment to users.	A	B	C	D	E
25. Access to information sources beyond the school and the district is provided by such means as cooperative arrangements with community agencies.	A	B	C	D	E

Comments or Suggested Additional Guiding Principles

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EXHIBIT 6 (Continued)

Maintenance

	Very Important	Less Important	Does Not Apply	Desirable	Statement Unclear
26. All types of materials and equipment are inspected periodically to prevent, detect, and repair damage.	A	B	C	D	E
27. A program of systematic preventive maintenance is provided for equipment.	A	B	C	D	E
28. Worn, damaged, and obsolete items are systematically replaced.	A	B	C	D	E

Comments or Suggested Additional Guiding Principles

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Public Information

29. Public information and public relations are considered in all areas of media program operations and are provided on a continuing basis.	A	B	C	D	E
30. Provisions for collection and analysis of data on the media program are based on the utility of the data for program evaluation and public information purposes.	A	B	C	D	E

Comments or Suggested Additional Guiding Principles

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EXHIBIT 6 (Continued)

Program Evaluation

	Very Important	Less Important	Does Not Apply	Desirable	Statement Unclear
31. Effective planning for media program rests upon adequate and continuous evaluation of program elements involving both staff and users.	A	B	C	D	E
32. Evaluations conducted by persons or groups outside the school district contribute additional information and insights for program improvement.	A	B	C	D	E
33. District level planning includes all schools and instructional units and each provides necessary information needed for district planning.	A	B	C	D	E

Comments or Suggested Additional Guiding Principles

EXHIBIT 6 (Continued)

ASSESSMENT CRITERIA

On the following pages is a list of assessment criteria that may be used to assess existing conditions of a school media center. Using your experiences as a media specialist, assess the value of each criteria being a part of a media center assessment instrument. Please write your comments or suggested additional assessment criteria in the appropriate space provided for this purpose.

Directions: A. READ each assessment criteria carefully.

B. THINK about the value the assessment criteria in the assessment of existing conditions of a school media center.

C. DECIDE the degree of importance of the assessment criteria. (Very important, less important, does not apply, and statement unclear.)

D. MARK your answer on the second answer sheet provided. (Use only a #2 pencil.) Use numbers 1 through 16 on the answer sheet.

Key:

A. Very Important -- Should be Included

B. Less Important -- However, Should be Included

C. Does Not Apply -- Eliminate from Instrument

D. Desirable -- However, Can Have a Good Media Program Without It

E. Statement Unclear -- Needs to be Reconstructed

EXHIBIT 6 (Continued)

PERSONNEL

Guiding Principles

Media professionals, as members of the instructional staff, make instructional decisions within their purview and provide appropriate leadership in the educational process.

Staff is sufficient in number to provide a full range of media services.

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

Assessment Criteria

The media specialist

1. Plans and administers the school media program working cooperatively with the principal, the district media coordinator, other media staff, and users. A B C D E

2. Works with the principal and faculty in planning ways to improve instruction. A B C D E

3. Plans and implements media program policies. A B C D E

4. Works as a member of curriculum committees, textbook committees, and other instructional groups. A B C D E

5. Develops, proposes, and administers budget for the school media program. A B C D E

6. Assists with the selection of personnel for the school media program. A B C D E

7. Provides staff development programs for media staff and volunteers. A B C D E

8. Provides staff development programs for teachers in the evaluation, selection, and use of materials and equipment. A B C D E

EXHIBIT 6 (Continued)

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

9. Coordinates the formulation of the school's media selection policy in accordance with district policy. A B C D E

10. Coordinates the selection, organization, and distribution of materials and equipment. A B C D E

11. Acquires and disseminates information regarding community resources. A B C D E

12. Is aware of new educational trends and instructional techniques. A B C D E

13. Interprets the school media program to students, faculty, administration, and community. A B C D E

14. Develops a climate that encourages students and teachers to take full advantage of the media center and its resources. A B C D E

Additional Staff

15. Every school has a full-time media specialist who serves as head of the school media program. A B C D E

16. Schools with 20 or more full-time teachers, but fewer than 30, employ at least half-time clerical help in addition to the media specialist. A B C D E

17. Schools with 30 or more full-time teachers employ additional media staff. A B C D E

18. Schools with 1,000 or more students employ two full-time media specialists and at least one full-time clerk. A B C D E

19. Schools with 1,500 or more students employ a fourth staff member. A B C D E

20. Adequate support staff of the media center be provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program, and release professionals to work in the areas of their expertise. A B C D E

EXHIBIT 6 (Continued)

FACILITIES

Guiding Principles

The head of the school media program is responsible for evaluating facilities for the school media program and makes recommendations to the principal and the director of the district media program.

Planning involves representatives of all user groups, i.e., media personnel, administrators, teachers, students, et cetera.

Planning provides for media program facilities that are appropriate to educational and media program goals and objectives, located for maximum accessibility to users, flexible enough to permit diverse activities and adaptation to changing uses.

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

Assessment Criteria

21. Space is sufficient to meet the needs of the instructional program of the school. A B C D E

22. Circulation is near main entrance and near reserve collection. A B C D E

23. A large open area is available for study. A B C D E

24. Wired carrels are provided for listening and viewing. A B C D E

25. An informal area is provided for reading and browsing. A B C D E

26. Conference rooms are available. A B C D E

27. Office space is provided for program planning and related work. A B C D E

28. Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space. A B C D E

29. Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/dark room, and graphics. A B C D E

EXHIBIT 6 (Continued)

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

30. Equipment storage is located on a corridor with necessary provisions for security. A B C D E

31. Accoustical treatment of wall, floor, and ceiling and sufficient controlled lighting are provided. A B C D E

32. Sufficient number of electrical outlets are available to provide for maximum use of facilities and equipment. A B C D E

33. Separate storage area is provided for back issues of periodicals and unfrequently used materials. A B C D E

34. Adequate shelving is provided to house the entire collection. A B C D E

35. Flexible space, at least classroom size, is provided for audio and visual presentation. A B C D E

36. The media center has a warm and inviting atmosphere created by displays, materials, and people all of which give the message "use me." A B C D E

Comments or Suggested Additional Facilities Assessment Criteria

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COLLECTIONS

Guiding Principles

The media collection is developed and expanded on a planned basis.

Selection of materials is guided by a selection policy formulated by media staff, administrators, faculty, and students.

Materials and equipment are evaluated prior to purchase by use of reliable evaluative selection tools and by firsthand examination, whereever possible.

EXHIBIT 6 (Continued)

Collections are reevaluated continuously to insure that they remain current and responsive to user needs.

Organization and arrangement make the collection easily accessible to users.

The collection contains the necessary variety of materials which gives the user opportunity to grow in ability to make choices, compare ideas, and discover new interests.

A. Very Important	C. Does Not Apply
B. Less Important	D. Desirable
	E. Statement Unclear

Assessment Criteria

ALL PRINT AND NONPRINT ITEMS ARE SUFFICIENT TO INSURE SATISFACTION OF 90 PERCENT OF INITIAL REQUESTS.

Print Materials

Books

37. The collection contains a variety of print and nonprint materials. A B C D E

38. Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format. A B C D E

39. Sufficient duplication titles are provided to satisfy demands. A B C D E

40. Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preferences. A B C D E

41. The collection includes a minimum of 10 books per child. A B C D E

42. The media staff obtains for users additional items from the district center and other sources. A B C D E

43. Current professional materials for faculty and staff use are a part of the collection. A B C D E

EXHIBIT 6 (Continued)

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

Periodicals and Newspapers

44. The collection supports the curriculum, caters to the interests of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers. A B C D E

45. Appropriate indexes are provided for magazine and newspaper holdings. A B C D E

46. Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back for five years or more in whatever form is feasible. A B C D E

47. Duplicate titles are provided for periodicals in heavy demand. A B C D E

Pamphlets

48. The collection includes state, national, and international government documents, which represent important sources of information. A B C D E

49. Items in the collection are useful, current, varied in points of view, and easily accessible. A B C D E

50. Persons or organizations responsible for the publication are clearly identified on items included in the collection. A B C D E

51. Free and inexpensive materials, selected with care, are included as appropriate. Simplified order procedures permit rapid acquisition of free and inexpensive materials. A B C D E

52. The collection is reevaluated periodically and outdated, irrelevant materials are discarded. A B C D E

Microforms

53. Consideration is given to the use of microforms for back issues of periodicals and other primary source materials. A B C D E

54. Provisions for appropriate indexing, storage, and equipment are made to insure easy and dependable retrieval of items in microform formats. A B C D E

EXHIBIT 6 (Continued)

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

55. Equipment selection is based on quality of image reproduction, ease of operation, and durability. A B C D E

Comments or Suggested Additional Printed Materials Assessment Criteria

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Visual Materials

Filmstrips

56. Filmstrips meet accepted criteria for accuracy and scope of content, organization, and technical qualities. A B C D E

57. Sound filmstrips selected for the collection have appropriate relationships between visual and auditory content. A B C D E

58. Packaging of the filmstrip(s) and related materials is convenient for effective use and storage. A B C D E

Slides and Transparencies

59. Slides and transparencies are evaluated carefully for accuracy and technical qualities, including color, mounting, and (in the case of art slides) fidelity to the original. A B C D E

60. Locally-produced slides and transparencies are added to the collection when they meet criteria for quality and need. A B C D E

Graphics: Posters, Art, and Study Prints

61. The collection includes examples of varied reproduction processes. A B C D E

62. Consideration is given to appropriate processing and storage of materials in fragile formats by such means as laminating, mounting, or framing items. A B C D E

EXHIBIT 6 (Continued)

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

16mm and Super 8mm Sound Films, Videotapes, and Television Reception

63. Requests for materials from the district center are met 90% of the time. A B C D E

64. Collections include materials produced by students and staff that meet criteria for quality and need. A B C D E

65. Satisfactory condition of materials is assured by a maintenance and distribution system that checks, rewinds, cleans, and repairs each item after use. A B C D E

66. Collections are evaluated continuously to identify materials requiring replacement and to withdraw obsolete items. A B C D E

67. Equipment selection emphasizes adequacy and reliability of equipment and availability of servicing and repair, as well as availability of spare parts. A B C D E

68. Selection of video playback and reception equipment provides for standardization of formats, to facilitate development of collections of video materials. A B C D E

69. Video playback equipment is selected to provide for maximum simplicity and error-free operation with a minimum of controls. A B C D E

70. Selection of 16mm projectors is based on specific criteria related to the intended use of the equipment. Choice between self-threading and manual-threading projectors takes into account convenience of use and ease of operation. A B C D E

Comments or Suggested Additional Visual Materials Assessment Criteria

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EXHIBIT 6 (Continued)

A. Very Important	C. Does Not Apply
B. Less Important	D. Desirable
	E. Statement Unclear

Auditory Formats

Tape Recorders and Record Players

71. In choice of format(s) and equipment consideration is given to ease of use, compatibility of equipment, availability of materials, and ability to duplicate and produce recordings locally. A B C D E

72. Blank tapes are provided for production of recordings by users and staff. A B C D E

73. Equipment is selected carefully to insure accurate, high quality reproduction of the original sound. A B C D E

Educational Broadcast Radio

74. A radio with AM-FM receivers plus a central distribution system is available. A B C D E

Comments or Suggested Additional Auditory Format Assessment Criteria

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Tactile Formats

75. The collection includes games and toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests. A B C D E

76. Both commercially-produced and locally-developed materials are considered for inclusion in the collection. A B C D E

77. Selection criteria emphasize a high degree of aesthetic appeal that invites handling of the objects in the process of use. A B C D E

78. Tactile items are repackaged as necessary to promote convenience, durability, and appeal. A B C D E

EXHIBIT 6 (Continued)

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

Comments or Suggested Additional Tactile Format Assessment Criteria

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Miscellaneous Equipment

Access to the following items is provided:

79. Opaque projectors A B C D E
80. Projector carts with height appropriate to type of equipment A B C D E
81. Projection screens 60" x 60" A B C D E
82. Video cable wiring in each classroom A B C D E
83. Copying machine A B C D E
84. Duplication machines A B C D E
85. Dry mount press A B C D E
86. Paper cutters A B C D E
87. Transparency makers A B C D E
88. Typewriters for graphics production A B C D E
89. Cameras and related equipment A B C D E
90. Videotape recorder A B C D E
91. Super 8 film production equipment A B C D E

Comments or Suggested Additional Miscellaneous Equipment Assessment Criteria

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EXHIBIT 6 (Continued)

OPERATION OF THE MEDIA PROGRAM

Planning

Guiding Principles

The media program reflects, supports, and also helps to determine the goals and objectives of the educational program of which it is an integral part.

Planning for the program is based on users' needs and interests and involves the setting of priorities within program objectives.

Planning is a cooperative and continuous process involving administrators, faculty, students, and community members as appropriate.

A.	Very Important	C.	Does Not Apply
B.	Less Important	D.	Desirable
		E.	Statement Unclear

Assessment Criteria

92. A systematic plan is used to establish both short and long-range goals of the media program. A B C D E

93. Priorities are established within program objectives. A B C D E

94. A designated committee is actively involved in planning the media program. A B C D E

95. The media staff provides information requested for planning at the district level. A B C D E

Comments or Suggested Additional Planning Assessment Criteria

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Budget

Guiding Principles

The head of the building media program works with the principal in creating budget recommendations based on program goals and objectives.

EXHIBIT 6 (Continued)

Budget provisions are made for replacement of worn materials unsuitable for repair and of items of equipment for which maintenance costs exceed replacement costs.

A.	Very Important	C.	Does Not Apply
B.	Less Important	D.	Desirable
		E.	Statement Unclear

Assessment Criteria

96. A media program budget is prepared annually. A B C D E

97. Adequate funds for new and replacement acquisitions are provided annually to support the basic priorities of the media program. These may include per pupil, federal project funds, PTA, library allotment or other funds including capital outlay. A B C D E

Purchasing

Guiding Principles

Centralized purchasing is used wherever it best serves the goals of the total educational program.

Purchasing policies and procedures provide for acquisition of materials, equipment, and supplies at the time of need, including items required on short notice.

Purchasing policies encourage rather than restrict convenience in purchasing inexpensive consumable items at both school and district levels.

Purchasing policies and procedures provide for evaluation of materials and equipment prior to purchase.

Assessment Criteria

98. Funding and procedures provide for a continuous acquisition of materials and equipment at the time of need. A B C D E

99. Inexpensive and consumable items can be purchased quickly and without "red tape" at the time of need. A B C D E

EXHIBIT 6 (Continued)

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

100. Purchases are made after personal evaluations or consulting professional reviews. A B C D E

101. Purchasing procedures provide for all allotted monies to be completely spent and not lost because vendor cannot make delivery. A B C D E

Comments or Suggested Additional Purchasing Assessment Criteria

Production

Guiding Principles

Local production of materials encourages the creation, adaptation, and duplication of materials not readily or economically available elsewhere.

The production program supports the curriculum and applies knowledge of teaching/learning processes.

Policies for the production program recognize copyright laws and guard against their violation.

Assessment Criteria

102. A variety of instructional material is produced in the local school. A B C D E

103. Instruction and training in the use of production equipment is provided for faculty, students, and volunteers. A B C D E

104. Locally-produced materials of permanent value are cataloged and circulated from the media center. A B C D E

EXHIBIT 6 (Continued)

Comments or Suggested Additional Production Assessment Criteria

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A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

Access and Delivery

Guiding Principles

Access and delivery systems provide for efficient acquisition, organization, and circulation of materials and equipment to users.

Access to information sources beyond the school and the district is provided by such means as cooperative arrangements with community agencies.

Assessment Criteria

105. All instructional materials, print, and non-print, are centrally cataloged and circulated from the media center. A B C D E

106. The media staff circulates and inventories all media program equipment. A B C D E

107. Files are maintained for community resources, agencies, and additional sources of information. A B C D E

Comments or Suggested Additional Access and Delivery Assessment Criteria

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Maintenance

Guiding Principles

All types of materials and equipment are inspected periodically to prevent, detect, and repair damage.

EXHIBIT 6 (Continued)

A program of systematic preventive maintenance is provided for equipment.

Worn, damaged, and obsolete items are systematically replaced.

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

108. Equipment is kept in good repair. A B C D E

109. Instruction in the use of equipment and preventive maintenance is provided. A B C D E

Comments or Suggested Additional Maintenance Assessment Criteria

Public Information

Guiding Principles

Public information and public relations are considered in all areas of media program operations and are provided on a continuing basis.

Provisions for collection and analysis of data on the media program are based on the utility of the data for program evaluation and public information purposes.

Assessment Criteria

110. An active public relations program is pursued. A B C D E

111. A prompt response is given to requests by the district staff for information and reports. A B C D E

112. A well-planned program interprets the role and the accomplishments of the media program to the school and the community. A B C D E

113. Public information programs protect intellectual freedom in the media program by sharing goals and objectives with the community. A B C D E

EXHIBIT 6 (Continued)

Comments or Suggested Additional Public Information Assessment Criteria

Program Evaluation

Guiding Principles

Effective planning for media program rests upon adequate and continuous evaluation of program elements involving both staff and users.

Evaluations conducted by persons or groups outside the school district contribute additional information and insights for program improvement.

District level planning includes all schools and instructional units and each provides necessary information needed for district planning.

A. Very Important
B. Less Important
C. Does Not Apply
D. Desirable
E. Statement Unclear

Assessment Criteria

114. An instrument is devised for determining the effectiveness of the media program. A B C D E

115. Periodic evaluations are sent to the district coordinator of media services. A B C D E

116. The local media staff participates in the evaluation of materials and services at the district level. A B C D E

Comments or Suggested Additional Program Evaluation Assessment Criteria

EXHIBIT 7

June 18, 1975

Memo To: Mr. Ron Francisco

From: Dr. Snell Mills

Ref: Request for DISPAC Services

An intensive effort designed to improve Educational Media Programs will begin in September of 1975 and end on or about January 1, 1976, for each of 15 schools. One aspect of the effort will be to make an assessment of the school and its program at the beginning and end of the period in order to evaluate the degree and direction of change within each school and for the total population. It is anticipated that a sample population of parents and students will be used as well as the total faculty.

A draft copy of the assessment criteria has been evaluated by media specialists from DeKalb Schools. It is desired that the retained evaluations be analyzed by school for each item and for the elementary, high school, and total population.

CLASS ITEM ANALYSIS

EXHIBIT 7

CONTROL NO. 008606 PAGE 1

SCHOOL GUIDING PRINCIPLES TEACHER HIGH & ELEM SUBJECT GUIDING DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO	A		B		C		D		E		BLANK	
1	76	93.8%*		0.0%		0.0%	5	6.2%		0.0%		0.0%
2	66	81.5%*	7	8.6%		0.0%	4	4.9%	3	3.7%	1	1.2%
3	73	90.1%*	5	6.2%		0.0%	3	3.7%		0.0%		0.0%
4	64	79.0%*	11	13.6%		0.0%	4	4.9%	2	2.5%		0.0%
5	63	77.8%*	13	16.0%		0.0%	5	6.2%		0.0%		0.0%
6	62	76.5%*	12	14.8%		0.0%	6	7.4%	1	1.2%		0.0%
7	62	76.5%*	12	14.8%		0.0%	6	7.4%		0.0%	1	1.2%
8	56	69.1%*	15	18.5%	3	3.7%	6	7.4%		0.0%	1	1.2%
9	68	84.0%*	6	7.4%	1	1.2%	6	7.4%		0.0%		0.0%
10	70	86.4%*	7	8.6%	1	1.2%	2	2.5%		0.0%	1	1.2%
11	67	82.7%*	10	12.3%		0.0%	4	4.9%		0.0%		0.0%

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CLASS ITEM ANALYSIS

EXHIBIT 7
(Continued)

CONTROL NO. 006006 PAGE 2

SCHOOL GUIDING **PRINCIPLES** TEACHER HIGH & ELEM SUBJECT GUIDING DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO.	A		B		C		D		E		BLANK	
12	69	85.2%*	5	6.2%		.0%	5	6.2%	2	2.5%		0.0%
13	73	90.1%*	6	7.4%	1	1.2%	1	1.2%		0.0%		0.0%
14	63	77.8%*	9	11.1%	1	1.2%	8	9.9%		0.0%		0.0%
15	57	70.4%*	9	11.1%	3	3.7%	10	12.3%		0.0%	2	2.5%
16	56	69.1%*	13	16.0%	3	3.7%	9	11.1%		0.0%		0.0%
17	57	70.4%*	11	13.6%	3	3.7%	10	12.3%		0.0%		0.0%
18	50	61.7%*	19	23.5%	2	2.5%	8	9.9%	2	2.5%		0.0%
19	45	55.6%*	21	25.9%	3	3.7%	5	6.2%	6	7.4%	1	1.2%
20	55	67.9%*	16	19.8%	2	2.5%	7	8.6%		0.0%	1	1.2%
21	52	64.2%*	16	19.8%		0.0%	10	12.3%	1	1.2%	2	2.5%
22	51	63.0%*	22	27.2%		0.0%	7	8.6%		0.0%	1	1.2%
23	57	70.4%*	15	18.5%	1	1.2%	5	6.2%	2	2.5%	1	1.2%

CLASS ITEM ANALYSIS

CONTROL NO. 006006

EXHIBIT 7
(Continued)

PAGE 2

SCHOOL GUIDING PRINCIPLES TEACHER HIGH ? ELEM SUBJECT GUIDING DATE 06-25-75

QUESTION NO.	RESPONSE NUMBERS											
	A		B		C		D		E		BLANK	
24	69	85.2%*	3	3.7%	1	1.2%	7	8.6%	1	1.2%		0.0%
25	34	42.0%*	23	28.4%	1	1.2%	17	21.0%	5	6.2%	1	1.2%
26	61	75.3%*	8	9.9%	1	1.2%	10	12.3%		0.0%	1	1.2%
27	54	66.7%*	13	16.0%	3	3.7%	10	12.3%		0.0%	1	1.2%
28	52	64.2%*	10	12.3%	1	1.2%	17	21.0%		0.0%	1	1.2%
29	40	49.4%*	19	23.5%	1	1.2%	18	22.2%	2	2.5%	1	1.2%
30	20	24.7%*	16	19.8%	2	2.5%	14	17.3%	27	33.3%	2	2.5%
31	61	75.3%*	11	13.6%	2	2.5%	6	7.4%	1	1.2%		0.0%
32	25	30.9%*	28	34.6%	7	8.6%	16	19.8%	4	4.9%	1	1.2%
33	41	50.6%*	18	22.2%	3	3.7%	16	19.8%	2	2.5%	1	1.2%

NUMBER OF TEST REQ. 0 ACTUAL 81

CLASS ITEM ANALYSIS

EXHIBIT 8

CONTROL NO. 003003

SCHOOL ASSESSMENT TEACHER HIGH 7 ELEM SUBJECT CRITERIA DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO.	A		B		C		D		E		BLANK	
1	78	96.3%*	1	1.2%		0.0%	1	1.2%	1	1.2%		0.0%
2	61	75.3%*	15	18.5%		0.0%	5	6.2%		0.0%		0.0%
3	69	85.2%*	9	11.1%		0.0%	2	2.5%	1	1.2%		0.0%
4	38	46.9%*	24	29.6%	3	3.7%	16	19.8%		0.0%		0.0%
5	54	66.7%*	11	13.6%	6	7.4%	9	11.1%		0.0%	1	1.2%
6	44	54.3%*	17	21.0%	6	7.4%	14	17.3%		0.0%		0.0%
7	50	61.7%*	17	21.0%	3	3.7%	9	11.1%	1	1.2%	1	1.2%
8	49	60.5%*	16	19.8%		0.0%	14	17.3%	1	1.2%	1	1.2%
9	55	67.9%*	14	17.3%		0.0%	9	11.1%	2	2.5%	1	1.2%
10	73	90.1%*	3	3.7%	1	1.2%	3	3.7%	1	1.2%		0.0%
11	47	58.0%*	23	28.4%		0.0%	11	13.6%		0.0%		0.0%
12	70	86.4%*	8	9.9%		0.0%	3	3.7%		0.0%		0.0%

CLASS ITEM ANALYSIS

EXHIBIT 8
(Continued)

CONTROL NO. 003003

SCHOOL ASSESSMENT TEACHER HIGH ? ELEM SUBJECT CRITERIA DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO.	A		B		C		D		E		BLANK	
13	70	86.4%*	5	6.2%		0.0%	5	6.2%		0.0%	1	1.2%
14	80	98.8%*		0.0%		0.0%	1	1.2%		0.0%		0.0%
15	78	96.3%*		0.0%		0.0%	3	3.7%		0.0%		0.0%
16	70	86.4%*	3	3.7%	3	3.7%	5	6.2%		0.0%		0.0%
17	69	85.2%*	3	3.7%	2	2.5%	7	8.6%		0.0%		0.0%
18	66	81.5%*	6	7.4%	5	6.2%	4	4.9%		0.0%		0.0%
19	59	72.8%*	8	9.9%	5	6.2%	9	11.1%		0.0%		0.0%
20	72	88.9%*	2	2.5%	2	2.5%	5	6.2%		0.0%		0.0%
21	75	92.6%*	4	4.9%		0.0%	1	1.2%		0.0%	1	1.2%
22	39	48.1%*	32	39.5%	2	2.5%	7	8.6%	1	1.2%		0.0%
23	52	64.2%*	14	17.3%	3	3.7%	11	13.6%		0.0%	1	1.2%

C L A S S   I T E M   A N A L Y S I S

EXHIBIT 8
(Continued)

CONTROL NO. 003003

SCHOOL ASSESSMENT TEACHER HIGH ? ELEM SUBJECT CRITERIA DATE 06-25-75

QUESTION NO.	RESPONSE NUMBERS											
	A		B		C		D		E		BLANK	
24	53	65.4%*	15	18.5%	1	1.2%	11	13.6%	1	1.2%		0.0%
25	42	51.9%*	29	35.8%		0.0%	10	12.3%		0.0%		0.0%
26	42	51.9%*	28	34.6%		0.0%	11	13.6%		0.0%		0.0%
27	59	72.8%*	18	22.2%		0.0%	3	3.7%	1	1.2%		0.0%
28	73	90.1%*	3	3.7%		0.0%	5	6.2%		0.0%		0.0%
29	63	77.8%*	8	9.9%		0.0%	10	12.3%		0.0%		0.0%
30	61	75.3%*	8	9.9%	1	1.2%	8	9.9%	3	3.7%		0.0%
31	60	74.1%*	13	16.0%		0.0%	8	9.9%		0.0%		0.0%
32	70	86.4%*	6	7.4%		0.0%	3	3.7%	1	1.2%	1	1.2%
33	61	75.3%*	13	16.0%		0.0%	7	8.6%		0.0%		0.0%
34	75	92.6%*	2	2.5%		0.0%	4	4.9%		0.0%		0.0%
35	38	46.9%*	26	32.1%		0.0%	17	21.0%		0.0%		0.0%

C L A S S I T E M A N A L Y S I S

EXHIBIT 8
(Continued)

CONTROL NO. 003003

SCHOOL ASSESSMENT TEACHER HIGH ? ELEM SUBJECT CRITERIA DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO.	A		B		C		D		E		BLANK
36	74	91.4%*	4	4.9%		0.0%	3	3.7%		0.0%	0.0%
37	78	96.3%*	3	3.7%		0.0%		0.0%		0.0%	0.0%
38	77	95.1%*	3	3.7%		0.0%	1	1.2%		0.0%	0.0%
39	50	61.7%*	23	28.4%		0.0%	8	9.9%		0.0%	0.0%
40	34	42.0%*	25	30.9%	1	1.2%	21	25.9%		0.0%	0.0%
41	72	88.9%*	4	4.9%		0.0%	5	6.2%		0.0%	0.0%
42	54	66.7%*	18	22.2%		0.0%	8	9.9%	1	1.2%	0.0%
43	61	75.3%*	9	11.1%		0.0%	11	13.6%		0.0%	0.0%
44	74	91.4%*	3	3.7%		0.0%	4	4.9%		0.0%	0.0%
45	56	69.1%*	19	23.5%		0.0%	6	7.4%		0.0%	0.0%
46	55	67.9%*	13	16.0%		0.0%	13	16.0%		0.0%	0.0%

CLASS ITEM ANALYSIS

EXHIBIT 8
(Continued)

CONTROL NO. 003033

SCHOOL ASSESSMENT   TEACHER HIGH ? ELEM   SUBJECT CRITERIA   DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO.	A		B		C		D		E		BLANK	
47	27	33.3%*	27	33.3%	2	2.5%	23	28.4%	1	1.2%	1	1.2%
48	36	44.4%*	17	21.0%	3	3.7%	25	30.9%		0.0%		0.0%
49	65	80.2%*	8	9.9%		0.0%	8	9.9%		0.0%		0.0%
50	45	55.6%*	21	25.9%		0.0%	14	17.3%	1	1.2%		0.0%
51	50	61.7%*	13	16.0%	2	2.5%	14	17.3%	2	2.5%		0.0%
52	58	71.6%*	13	16.0%		0.0%	10	12.3%		0.0%		0.0%
53	26	32.1%*	14	17.3%	17	21.0%	22	27.2%	2	2.5%		0.0%
54	34	42.0%*	12	14.8%	17	21.0%	17	21.0%	1	1.2%		0.0%
55	55	67.9%*	3	3.7%	10	12.3%	9	11.1%	1	1.2%	3	3.7%
56	70	86.4%*	5	6.2%	1	1.2%	5	6.2%		0.0%		0.0%
57	66	81.5%*	7	8.6%	1	1.2%	7	8.6%		0.0%		0.0%
58	51	63.0%*	17	21.0%	1	1.2%	12	14.8%		0.0%		0.0%

CLASS ITEM ANALYSIS

EXHIBIT 8
(Continued)

CONTROL NO. 003003

SCHOOL ASSESSMENT TEACHER HIGH ? ELEM SUBJECT CRITERIA DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO.	A		B		C		D		E		BLANK	
59	58	71.6%*	15	18.5%		0.0%	7	8.6%		0.0%	1	1.2%
60	53	65.4%*	14	17.3%	1	1.2%	13	16.0%		0.0%		0.0%
61	34	42.0%*	20	24.7%	1	1.2%	23	28.4%	2	2.5%	1	1.2%
62	52	64.2%*	15	18.5%		0.0%	13	16.0%		0.0%	1	1.2%
63	57	70.4%*	8	9.9%	2	2.5%	14	17.3%		0.0%		0.0%
64	44	54.3%*	20	24.7%		0.0%	17	21.0%		0.0%		0.0%
65	58	71.6%*	7	8.6%	1	1.2%	13	16.0%	1	1.2%	1	1.2%
66	62	76.5%*	8	9.9%	1	1.2%	10	12.3%		0.0%		0.0%
67	73	90.1%*	6	7.4%		0.0%	2	2.5%		0.0%		0.0%
68	45	55.6%*	14	17.3%	7	8.6%	10	12.3%	4	4.9%	1	1.2%
69	55	67.9%*	5	6.2%	8	9.9%	11	13.6%		0.0%	2	2.5%

C L A S S   I T E M   A N A L Y S I S

EXHIBIT 8
(Continued)

CONTROL NO. [illegible]

SCHOOL ASSESSMENT   TEACHER HIGH ? ELEM   SUBJECT CRITERIA   DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO.	A		B		C		D		E		BLANK	
70	60	74.1%*	16	19.8%		0.0%	5	6.2%		0.0%		0.0%
71	66	81.5%*	5	6.2%		0.0%	8	9.9%	1	1.2%	1	1.2%
72	60	74.1%*	11	13.6%		0.0%	10	12.3%		0.0%		0.0%
73	65	80.2%*	7	8.6%		0.0%	8	9.9%		0.0%	1	1.2%
74	34	42.0%*	12	14.8%	2	2.5%	30	37.0%	2	2.5%	1	1.2%
75	32	39.5%*	21	25.9%	5	6.2%	21	25.9%	1	1.2%	1	1.2%
76	50	61.7%*	15	18.5%	1	1.2%	12	14.8%	2	2.5%	1	1.2%
77	43	53.1%*	15	18.5%	2	2.5%	16	19.8%	4	4.9%	1	1.2%
78	41	50.6%*	21	25.9%	3	3.7%	14	17.3%	1	1.2%	1	1.2%
79	67	82.7%*	8	9.9%		0.0%	5	6.2%		0.0%	1	1.2%
80	69	85.2%*	6	7.4%		0.0%	5	6.2%		0.0%	1	1.2%
81	58	71.6%*	13	16.0%		0.0%	10	12.3%		0.0%		0.0%

CLASS ITEM ANALYSIS

EXHIBIT 8
(Continued)

CONTROL NO. 003003

SCHOOL ASSESSMENT TEACHER HIGH 7 ELEM SUBJECT CRITERIA DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO.	A		B		C		D		E		BLANK
82	30	37.0%*	21	25.9%	2	2.5%	27	33.3%	1	1.2%	0.0%
83	64	79.0%*	11	13.6%		0.0%	6	7.4%		0.0%	0.0%
84	69	85.2%*	8	9.9%		0.0%	4	4.9%		0.0%	0.0%
85	57	70.4%*	12	14.8%		0.0%	12	14.8%		0.0%	0.0%
86	57	70.4%*	12	14.8%		0.0%	12	14.8%		0.0%	0.0%
87	57	70.4%*	15	18.5%		0.0%	9	11.1%		0.0%	0.0%
88	40	49.4%*	22	27.2%	2	2.5%	17	21.0%		0.0%	0.0%
89	57	70.4%*	9	11.1%		0.0%	15	18.5%		0.0%	0.0%
90	32	39.5%*	21	25.9%	2	2.5%	26	32.1%		0.0%	0.0%
91	27	33.3%*	20	24.7%	3	3.7%	31	38.3%		0.0%	0.0%
92	68	84.0%*	7	8.6%	1	1.2%	5	6.2%		0.0%	0.0%

C L A S S I T E M A N A L Y S I S

EXHIBIT 8
(Continued)

CONTROL NO. 003003

SCHOOL ASSESSMENT　　TEACHER HIGH ? ELEM　　SUBJECT CRITERIA　　DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO.	A		B		C		D		E	BLANK	
93	72	88.9%*	6	7.4%		0.0%	2	2.5%	0.0%	1	1.2%
94	46	56.8%*	14	17.3%	2	2.5%	18	22.2%	0.0%	1	1.2%
95	64	79.0%*	8	9.9%		0.0%	9	11.1%	0.0%		0.0%
96	70	86.4%*	6	7.4%	1	1.2%	3	3.7%	0.0%	1	1.2%
97	76	93.8%*	2	2.5%	1	1.2%	2	2.5%	0.0%		0.0%
98	74	91.4%*	4	4.9%		0.0%	3	3.7%	0.0%		0.0%
99	64	79.0%*	8	9.9%		0.0%	9	11.1%	0.0%		0.0%
100	73	90.1%*	6	7.4%		0.0%	2	2.5%	0.0%		0.0%
101	74	91.4%*	4	4.9%		0.0%	2	2.5%	0.0%	1	1.2%
102	51	63.0%*	13	16.0%		0.0%	16	19.8%	0.0%	1	1.2%
103	66	81.5%*	7	8.6%		0.0%	8	9.9%	0.0%		0.0%
104	61	75.3%*	12	14.8%		0.0%	8	9.9%	0.0%		0.0%

CLASS ITEM ANALYSIS

EXHIBIT 8
(Continued)

CONTROL NO. 003003

SCHOOL ASSESSMENT TEACHER HIGH ? ELEM SUBJECT CRITERIA DATE 06-25-75

RESPONSE NUMBERS

QUESTION NO.	A		B		C		D		E		BLANK	
105	73	90.1%*	3	3.7%		0.0%	3	3.7%	2	2.5%		0.0%
106	69	85.2%*	9	11.1%	1	1.2%	2	2.5%		0.0%		0.0%
107	52	64.2%*	17	21.0%		0.0%	12	14.8%		0.0%		0.0%
108	76	93.8%*	2	2.5%		0.0%	3	3.7%		0.0%		0.0%
109	71	87.7%*	9	11.1%		0.0%		0.0%		0.0%	1	1.2%
110	46	56.8%*	19	23.5%	1	1.2%	13	16.0%	2	2.5%		0.0%
111	60	74.1%*	12	14.8%		0.0%	9	11.1%		0.0%		0.0%
112	56	69.1%*	10	12.3%		0.0%	14	17.3%	1	1.2%		0.0%
113	42	51.9%*	18	22.2%	1	1.2%	17	21.0%	3	3.7%		0.0%
114	39	48.1%*	21	25.9%		0.0%	16	19.8%	2	2.5%	3	3.7%
115	43	53.1%*	21	25.9%		0.0%	13	16.0%	2	2.5%	2	2.5%
116	47	58.0%*	9	11.1%	3	3.7%	19	23.5%	1	1.2%	2	2.5%

NUMBER OF TEST REQ. 0 ACTUAL 81

EXHIBIT 9

Memo to: DeKalb Principals

From: James D. Turpin

Date: June 10, 1975

Reference: School Media Program Evaluation Instrument
(Pilot Project)

I am conducting a doctoral study at Nova University under the direction of Dr. Murray Heyert, Department of Practicums and Case Studies. The purpose of the study is to develop and evaluate a model for improving media centers for use by the Department of Educational Media.

Hopefully, participation in the study will result in improvements in the media services in your school. The media specialist at your school would use an assessment instrument developed earlier this year to evaluate the program at your school.

Some schools have already indicated a desire to participate. If you would agree to take part in this study, please check YES in question one and complete all other items.

Return all forms to:
James D. Turpin
Evansdale School

EXHIBIT 9 (Continued)

MEDIA PROGRAM STUDY

(Principals' Survey)

SCHOOL________________

PRINCIPAL________________

1. Would you agree to participate in the Media Program Pilot Project? Yes No

   If your answer was Yes for Number 1, please continue.

2. Curriculum organization pattern(s): (Check only one)

   a._____Continuous Progress throughout entire school

   b._____Continuous Progress Primary, 4-7 Departmentalized

   c._____Departmentalized entire school

   d._____Other (Describe briefly)________________________________

   ____

3. School Size: (Projected 1975-76)

   a. Number of students__________

   b. Number of certified teachers__________

   c. Number of non-certified employees__________

   d. Number of regular classrooms__________

   e. Number of special learning areas (SLD, Gifted, Library, etc.) __________

4. Financial Support (Estimate dollar amount allocated to your present media program by each group.)

   a. Per Pupil $__________
   b. P. T. A. $__________
   c. Other $__________

5. Personnel Information: The faculty is

   a._____Inexperienced (0-4 Years)

   b._____Experienced (5-9 Years)

   c._____Highly experienced (10 Years Up)

6. Socio-economic conditions:

   a. Area of county: _____North _____Central _____South

   b. Please list the approximate per cent of pupils in membership

      _____(1) Black American

      _____(2) All others

EXHIBIT 10

Memo To: Selected Principals and Media Specialist

From: Snell A. Mills

Date: August 22, 1975

Reference: School Media Program Evaluation

Your school has been selected to participate in the media program improvement project (A Model for Improving School Media Centers) during the 1975-76 school year.

Attached is a description of the project for your use in planning and sharing with the groups to be involved.

Your earlier agreement to participate indicates your concern for continuous improvement in your school and its media program. Please accept our sincere appreciation for participating.

If you have questions concerning the project, contact Wilma Cravey (325-3520 or Jim Turpin (939-1270).

EXHIBIT 10
(Continued)

MEDIA SERVICES IMPROVEMENT PROJECT

Project Description

1. It will be conducted from September 15, 1975 to January 1,1976.

2. It will consist of the evaluation of your Media Program by representatives of groups that utilize its services(students, teachers, parents, media specialists, principals, etc.) using an instrument developed earlier this year.

3. The main effort will be for local schools to identify needed improvements and priorities for improving.

Tentative Schedule

Sept. 9 to 14	Orientation (Principals and Media Specialist)
Sept. 15 to Oct. 1	Evaluate Media Program (Pre-assessment)
Oct. 10 to Oct. 17	Work Session (Principals/Media Specialist) 1. Establish Needs 2. Set Goals 3. Identify Strategies for Achieving Goals 4. Select and Implement Strategies
Dec. 10 to Dec. 19	Evaluate Progress Toward Goals and General Program (Post-assessment)
May 15 to May 25	Follow Up

These are " Ball Park " dates only, specific dates and times will be developed in the orientation session.

EXHIBIT 11

Memo To: Selected Principals and Media Specialists
From: Snell A. Mills
Date: September 5, 1975
Reference: Media Services Improvement Project

An orientation session will be conducted for principals and media specialists on September 16, 1975, at W. D. Thomson Center. Elementary principals and media specialists should attend the 1:00-1:45 session and high school principals and media specialists should attend the 2:15-3:00 session.

I am looking forward with much enthusiasm to working with you on this project.

If you have questions concerning the project, contact Wilma Cravey (325-3520) or Jim Turpin (939-1270).

EXHIBIT 12

Memo To: Principals of Schools Participating in Nova University Practicum

From: James D. Turpin

Reference: Pre-Assessment Instruments

The following materials are contained in each package:

1. The Library-Media Program Evaluation Instruments for Media Specialists (Yellow), Principals (Blue), Teachers (Green), and Parent-Students (White).
2. Standard Answer Sheets

Please coordinate the following activities.

1. Have the following groups/individuals evaluate your media program using the proper instrument.
    a. The building principal
    b. The building media specialists (Elementary Schools - one, High Schools - two)
    c. Random sample twenty-five percent of your teachers. (Suggestion: Take every fourth teacher from an alphabetized list.)
    d. Random Sample five parents. (This is optional.)
    e. Random sample fifteen students.
2. Collect and return all completed answer sheets and instruments to me at Evansdale School by courier.

If you have questions concerning the project or if additional materials are needed, contact Wilma Cravey (325-3520) or me (939-1270).

EXHIBIT 12 (Continued)

Library-Media Program Evaluation

(Principal)

On the following pages is a list of assessment criteria to be used for assessing the existing conditions of a school library-media center. Please assess the media program of ___________________ School.

Directions: A. READ each assessment criteria carefully.

B. THINK about how well your media program is presently meeting the criteria. (Extremely satisfactory, satisfactory, needs improving, unsatisfactory)

C. MARK your answer on the answer sheet. Write school name on answer sheet.

D. Use only a #2 pencil. Use numbers 1 through 108 on the answer sheet. Write your evaluative statements to numbers 21, 38, 82, and 108 in the space provided. Do not put it on the answer sheet.

Key: A. Extremely Satisfactory -- Present media program is functioning beyond minimum expectations.

B. Satisfactory -- Present media program is functioning at minimum expectations.

C. Needs Improving -- Present media program is functioning below minimum expectations.

D. Unsatisfactory -- Present media program is functioning at a level that requires some immediate changes.

EXHIBIT 12 (Continued)

PERSONNEL

Definition

Personnel for creating and maintaining educational media programs includes the professional staff and the support staff. Realization of the purposes of the media program depends on the quality and extent of the personnel who are employed to implement the media program.

Guiding Principles

Media staff is sufficient in number to provide a full range of media services.

Media professionals, as members of the instructional staff, make instructional decisions within their purview and provide appropriate leadership in the educational process.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

The Media Specialist

1. Plans and administers the school media program working cooperatively with the principal, the district media coordinator, other media staff, and users. A B C D
2. Works with the principal and faculty in planning ways to improve instruction. A B C D
3. Plans and implements media program policies. A B C D
4. Works as a member of curriculum committees, textbook committees, and other instructional groups. A B C D
5. Develops, proposes, and administers budget for the school media program. A B C D
6. Assists with the selection of personnel for the school media program. A B C D
7. Provides staff development programs for media staff and volunteers. A B C D
8. Provides staff development programs for teachers in the evaluation, selection, and use of materials and equipment. A B C D

EXHIBIT 12 (Continued)

9. Coordinates the formulation of the school's media selection policy in accordance with district policy. A B C D

10. Coordinates the selection, organization, and distribution of materials and equipment. A B C D

11. Acquires and disseminates information regarding community resources. A B C D

12. Is aware of new educational trends and instructional techniques. A B C D

13. Interprets the school media program to students, faculty, administration, and community. A B C D

14. Develops a climate that encourages students and teachers to take full advantage of the media center and its resources. A B C D

Additional Staff

15. Every school has a full-time media specialist who serves as head of the school media program. A B C D

16. Schools with 20 or more full-time teachers, but fewer than 30, employ at least half-time clerical help in addition to the media specialist. A B C D

17. Schools with 30 or more full-time teachers employ additional media staff. A B C D

18. Schools with 1,000 or more student employ two full-time media specialists and at least one full-time clerk. A B C D

19. Schools with 1,500 or more students employ a fourth staff member. A B C D

20. Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program, and release professionals to work in the areas of their expertise. A B C D

EXHIBIT 12 (Continued)

21. The general rating of the Personnel area is A B C D

22. Write an Evaluative Statement related to the Personnel area

____

____

____

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EXHIBIT 12 (Continued)

FACILITIES

Definition

Any area of the building that directly supports and enhances the media program of the school will be considered as media facilities for the purpose of assessment.

Guiding Principles

The head of the school media program is responsible for evaluating facilities for the school media program and makes recommendations to the principal and the director of the district media program.

Planning provides for media program facilities that are appropriate to educational and media program goals and objectives, located for maximum accessibility to users, flexible enough to permit diverse activities and adaptation to changing uses.

Planning involves representatives of all user groups, i.e., media personnel, administrators, teachers, students, et cetera.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

22. Space is sufficient to meet the needs of the instructional program of the school. A B C D

23. Circulation is near main entrance and near reserve collection. A B C D

24. A large open area is available for study. A B C D

25. Wired carrels are provided for listening and viewing. A B C D

26. An informal area is provided for reading and browsing. A B C D

27. Conference rooms are available. A B C D

28. Office space is provided for program planning and related work. A B C D

29. Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space. A B C D

30. Facitlities are provided for production of materials, such as lamination, transparency making, tape duplication, photography/ dark room, and graphics. A B C D

EXHIBIT 12 (Continued)

31. Equipment storage is located on a corridor with necessary provisions for security. A B C D

32. Accoustical treatment of wall, floor, and ceiling, and sufficient controlled lighting are provided. A B C D

33. Sufficient number of electrical outlets are available to provide for maximum use of facilities and equipment. A B C D

34. Separate storage area is provided for back issues of periodicals and infrequently used materials. A B C D

35. Adequate shelving is provided to house the entire collection. A B C D

36. Flexible space, at least classroom size, is provided for audio and visual presentation. A B C D

37. The media center has a warm and inviting atmosphere created by displays, materials, and people all of which give the message "use me." A B C D

38. The general rating of the Facilities area is A B C D

Write an Evaluative Statement related to the Facilities area

____

____

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EXHIBIT 12 (Continued)

COLLECTIONS

Definition

The media collection is composed of instructional materials and equipment which provide the primary means for teaching, learning, and interest fulfillment. The collection is available when the school opens.

Guiding Principles

The media collection is developed and expanded on a planned basis.

Collections are reevaluated continuously to insure that they remain current and responsive to user needs.

Selection of materials is guided by a selection policy formulated by media staff, administrators, faculty, and students.

Materials and equipment are evaluated prior to purchase by use of reliable evaluative selection tools and by first-hand examination, wherever possible.

Organization and arrangement make the collection easily accessible to users.

The collection contains the necessary variety of materials which gives the user opportunity to grow in ability to make choices, compare ideas, and discover new interests.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

Print Materials

Books

39. The collection contains a variety of print and nonprint materials. A B C D

40. Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format. A B C D

41. Sufficient duplication titles are provided to satisfy demands. A B C D

42. Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preferences. A B C D

EXHIBIT 12 (Continued)

43. The collection includes a minimum of 10 books per child. A B C D

44. The media staff obtains for users additional items from the district center and other sources. A B C D

45. Current professional materials for faculty and staff use are a part of the collection. A B C D

Periodicals and Newspapers

46. The collection supports the curriculum, caters to the interests of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers. A B C D

47. Appropriate indexes are provided for magazine and newspaper holdings. A B C D

48. Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back for five years or more in whatever form is feasible. A B C D

49. Duplicate titles are provided for periodicals in heavy demand. A B C D

Pamphlets

50. The collection includes state, national, and international government documents, which represent important sources of information. A B C D

51. Items in the collection are useful, current, varied in points of view, and easily accessible. A B C D

Visual Materials

52. Locally-produced slides and transparencies are added to the collection when they meet criteria for quality and need. A B C D

16mm and Super 8mm Sound Films, Videotapes, and Television Reception

53. Requests for materials from the district center are met 90% of the time. A B C D

54. Collections include materials produced by students and staff that meet criteria for quality and need. A B C D

EXHIBIT 12 (Continued)

55. Satisfactory condition of materials is assured by a maintenance and distribution system that checks, rewinds, cleans, and repairs each item after use. A B C D

56. Collections are evaluated continuously to identify materials requiring replacement and to withdraw obsolete items. A B C D

57. Equipment selection emphasizes adequacy and reliability of equipment and availability of servicing and repairing, as well as availability of spare parts. A B C D

58. Selection of video playback and reception equipment provides for standardization of formats to facilitate development of collections of video materials. A B C D

59. Video playback equipment is selected to provide for maximum simplicity and error-free operation with a minimum of controls. A B C D

60. Selection of 16mm projectors is based on specific criteria related to the intended use of the equipment. Choice between self-threading and manual-threading projectors takes into account convenience of use and ease of operation. A B C D

Auditory Formats

Tape Recorders and Record Players

61. In choice of format(s) and equipment, consideration is given to ease of use, compatibility of equipment, availability of materials, and ability to duplicate and produce recordings locally. A B C D

62. Blank tapes are provided for production of recordings by users and staff. A B C D

63. Equipment is selected carefully to insure accurate, high quality reproduction of the original sound. A B C D

Educational Broadcast Radio

64. A radio with AM-FM receivers plus a central distribution system is available. A B C D

EXHIBIT 12 (Continued)

Tactile Formats

65. The collection includes games and toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests. A B C D

66. Both commercially-produced and locally-developed materials are considered for inclusion in the collection. A B C D

67. Selection criteria emphasize a high degree of aesthetic appeal that invites handling of the objects in the process of use. A B C D

68. Tactile items are repackaged as necessary to promote convenience, durability, and appeal. A B C D

Miscellaneous Equipment

Access to the following items is provided:

69. Opaque projectors A B C D

70. Projector carts with height appropriate to type of equipment A B C D

71. Projection screens 60" X 60" A B C D

72. Video cable wiring in each classroom A B C D

73. Copying machine A B C D

74. Duplication machines A B C D

75. Dry mount press A B C D

76. Paper cutters A B C D

77. Transparency makers A B C D

78. Typewriters for graphics production A B C D

79. Cameras and related equipment A B C D

80. Videotape recorder A B C D

81. Super 8 film production equipment A B C D

82. The general rating of the Collections area is A B C D

Write an Evaluative Statement related to the Collections area

____

____

____

EXHIBIT 12 (Continued)

OPERATIONS

Definition

Operation of the media program includes planning, budget, purchasing, production access and delivery systems, maintenance, public information and program evaluation.

Guiding Principles

Planning

The media program reflects, supports, and also helps to determine the goals and objectives of the educational program of which it is an integral part.

Planning for the program is based on users' needs and interests and involves the setting of priorities within program objectives.

Planning is a cooperative and continuous process involving administrators, faculty, students, and community members as appropriate.

Budget

The head of the building media program works with the principal in creating budget recommendations based on program goals and objectives.

Budget provisions are made for replacement of worn materials unsuitable for repair and of items of equipment for which maintenance costs exceed replacement costs.

Purchasing

Purchasing policies and procedures provide for acquisition of materials, equipment, and supplies at the time of need, including items required on short notice.

Centralized purchasing is used wherever it best serves the goals of the total educational program.

Purchasing policies encourage rather than restrict convenience in purchasing inexpensive consumable items at both school and district levels.

Purchasing policies and procedures provide for evaluation of materials and equipment prior to purchase.

EXHIBIT 12 (Continued)

Production

Local production of materials encourages the creation, adaptation, duplication, and use of materials not readily or economically available elsewhere.

The production program supports the curriculum and applies knowledge of teaching/learning and communication processes.

Policies for the production program recognize copyright laws and guard against their violation.

Access and Delivery

Access and delivery systems provide for efficient acquisition, organization, and circulation of materials and equipment to users.

Access to information sources beyond the school and the district is provided by such means as cooperative arrangements with community agencies.

Maintenance

All types of materials and equipment are inspected periodically to prevent, detect, and repair damage.

A program of systematic preventive maintenance is provided for equipment.

Worn, damaged, and obsolete items are systematically replaced.

Public Information

Public information and public relations are considered in all areas of media program operations and are provided on a continuing basis.

Provisions for collection and analysis of data on the media program are based on the utility of the data for program evaluation and public information purposes.

Program Evaluation

Effective planning for media program rests upon adequate and continuous evaluation of program elements involving both staff and users.

Evaluations conducted by persons or groups outside the school district contribute additional information and insights for program improvement.

District level planning includes all schools and instructional units and each provides necessary information needed for district planning.

EXHIBIT 12 (Continued)

PLANNING

Assessment Criteria

83. A systematic plan is used to establish both short and long-range goals of the media program. A B C D

84. Priorities are established within program objectives. A B C D

85. A designated committee is actively involved in planning the media program. A B C D

86. The media staff provides information requested for planning at the district level. A B C D

BUDGET

Assessment Criteria

87. A media program budget is prepared annually. A B C D

88. Adequate funds for new and replacement acquisitions are provided annually to support the basic priorities of the media program. These may include per pupil, federal project funds, PTA, library allotment, or other funds including capital outlay. A B C D

PURCHASING

Assessment Criteria

89. Funding and procedures provide for a continuous acquisition of materials and equipment at the time of need. A B C D

90. Inexpensive and consumable items can be purchased quickly and without "red tape" at the time of need. A B C D

91. Purchases are made after personal evaluations or consulting professional reviews. A B C D

92. Purchasing procedures provide for all allotted monies to be completely spent and not lost because vendor cannot make delivery. A B C D

PRODUCTION

Assessment Criteria

93. A variety of instructional material is produced in the local school. A B C D

94. Instruction and training in the use of production equipment is provided for faculty, students, and volunteers. A B C D

95. Locally-produced materials of permanent value are cataloged and circulated from the media center. A B C D

ACCESS AND DELIVERY

Assessment Criteria

96. All instructional materials, print and nonprint, are centrally cataloged and circulated from the media center. A B C D

97. The media staff circulates and inventories all media program equipment. A B C D

98. Files are maintained for community resources, agencies, and additional sources of information. A B C D

MAINTENANCE

99. Equipment is kept in good repair. A B C D

100. Instruction in the use of equipment and preventive maintenance is provided. A B C D

PUBLIC RELATIONS

Assessment Criteria

101. An active public relations program is pursued. A B C D

102. A prompt response is given to requests by the district staff for information and reports. A B C D

103. A well-planned program interprets the role and the accomplishments of the media program to the school and the community. A B C D

104. Public information programs protect intellectual freedom in the media program by sharing goals and objectives with the community. A B C D

EXHIBIT 12 (Continued)

PROGRAM EVALUATION

Assessment Criteria

105. An instrument is devised for determining the effectiveness of the media program. A B C D

106. Periodic evaluations are sent to the district coordinator of media services. A B C D

107. The local media staff participates in the evaluation of materials and services at the district level. A B C D

108. The general rating of the Operations area is A B C D

Write an Evaluative Statement related to the Operations area

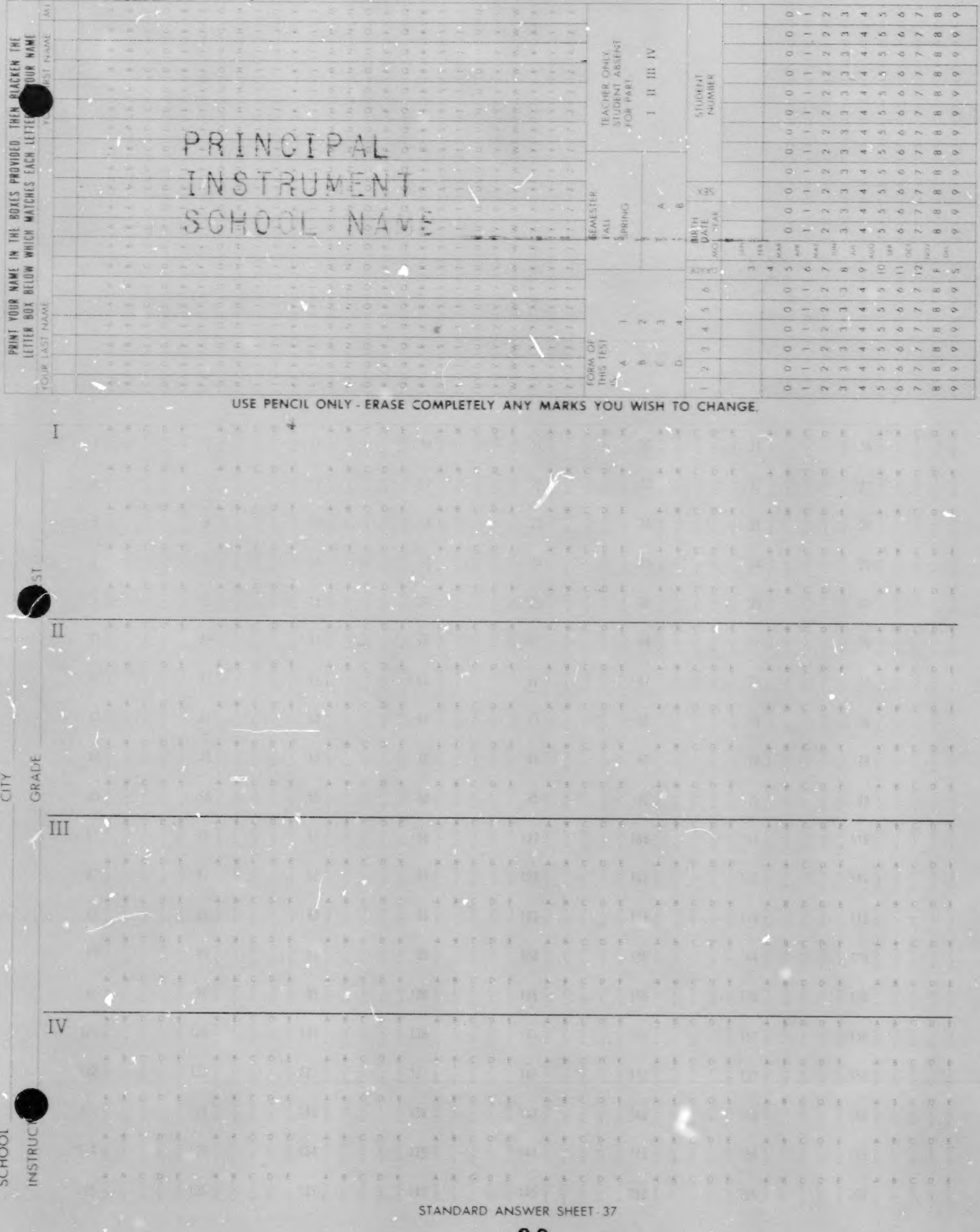
____

____

____

____

EXHIBIT 12 (Continued)



PRINT YOUR NAME IN THE BOXES PROVIDED THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME

YOUR LAST NAME

YOUR FIRST NAME

MI

PRINCIPAL
INSTRUMENT
SCHOOL NAME

TEACHER ONLY STUDENT ABSENT FOR PART
I II III IV

SEMESTER
FALL
SPRING
A
B

STUDENT NUMBER

SEX

BIRTH DATE
MO
YEAR

GRADE

FORM OF THIS TEST IS
A B C D
1 2 3 4

USE PENCIL ONLY - ERASE COMPLETELY ANY MARKS YOU WISH TO CHANGE.

I

II

III

IV

CITY

GRADE

SCHOOL

INSTRUC

STANDARD ANSWER SHEET-37

EXHIBIT 12 (Continued)

LIBRARY-MEDIA PROGRAM EVALUATION

(Media Specialists)

On the following pages is a list of assessment criteria to be used for assessing existing conditions of a school media center. Please assess your media program using the attached instrument.

Directions

A. READ each assessment criteria carefully.

B. THINK about how well your media program is presently meeting the criteria. (extremely satisfactory, satisfactory, needs improving, unsatisfactory)

C. MARK your answer on the answer sheet. Write the school's name on the answer sheet. Use only a No. 2 pencil. Use numbers 1 through 120 on the answer sheet.

Key

A. Extremely Satisfactory--Present media program is functioning beyond minimum expectations.

B. Satisfactory--Present media program is functioning at minimum expectations.

C. Needs Improving--Present media program is functioning below minimum expectations.

D. Unsatisfactory--Present media program is functioning at a level that requires some immediate changes.

EXHIBIT 12 (Continued)

PERSONNEL

Guiding Principles

Media professionals, as members of the instructional staff, make instructional decisions within their purview and provide appropriate leadership in the educational process.

Staff is sufficient in number to provide a full range of media services.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

The media specialist

1. Plans and administers the school media program working cooperatively with the principal, the district media coordinator, other media staff, and users. A B C D
2. Works with the principal and faculty in planning ways to improve instruction. A B C D
3. Plans and implements media program policies. A B C D
4. Works as a member of curriculum committees, textbook committees, and other instructional groups. A B C D
5. Develops, proposes, and administers budget for the school media program. A B C D
6. Assists with the selection of personnel for the school media program. A B C D
7. Provides staff development programs for media staff and volunteers. A B C D
8. Provides staff development programs for teachers in the evaluation, selection, and use of materials and equipment. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

9. Coordinates the formulation of the school's media selection policy in accordance with district policy. A B C D

10. Coordinates the selection, organization, and distribution of materials and equipment. A B C D

11. Acquires and disseminates information regarding community resources. A B C D

12. Is aware of new educational trends and instructional techniques. A B C D

13. Interprets the school media program to students and teachers to take full advantage of the media center and its resources. A B C D

14. Develops a climate that encourages students and teachers to take full advantage of the media center and its resources. A B C D

Additional Staff

15. Every school has a full-time media specialist who serves as head of the school media program. A B C D

16. Schools with 20 or more full-time teachers, but fewer than 30, employ at least half-time clerical help in addition to the media specialist. A B C D

17. Schools with 30 or more full-time teachers employ additional media staff. A B C D

18. Schools with 1,000 or more students employ two full-time media specialists and at least one full-time clerk. A B C D

19. Schools with 1,500 or more students employ a fourth staff member. A B C D

20. Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program, and release professionals to work in the areas of their expertise. A B C D

EXHIBIT 12 (Continued)

FACILITIES

Guiding Principles

The head of the school media program is responsible for evaluating facilities for the school media program and makes recommendations to the principal and the director of the district media program.

Planning involves representatives of all user groups, i.e., media personnel, administrators, teachers, students, et cetera.

Planning provides for media program facilities that are appropriate to educational and media program goals and objectives, located for maximum accessibility to users, flexible enough to permit diverse activities and adaptation to changing uses.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

21. Space is sufficient to meet the needs of the instructional program of the school. A B C D

22. Circulation is near main entrance and near reserve collection. A B C D

23. A large open area is available for study. A B C D

24. Wired carrels are provided for listening and viewing. A B C D

25. An informal area is provided for reading and browsing. A B C D

26. Conference rooms are available. A B C D

27. Office space is provided for program planning and related work. A B C D

28. Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory   C. Needs Improving
B. Satisfactory   D. Unsatisfactory

29. Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/dark room, and graphics. A B C D

30. Equipment storage is located on a corridor with necessary provisions for security. A B C D

31. Accoustical treatment of wall, floor, and ceiling and sufficient controlled lighting are provided. A B C D

32. Sufficient number of electrical outlets are available to provide for maximum use of facilities and equipment. A B C D

33. Separate storage area is provided for back issues of periodicals and infrequently used materials. A B C D

34. Adequate shelving is provided to house the entire collection. A B C D

35. Flexible space, at least classroom size, is provided for audio and visual presentation. A B C D

36. The media center has a warm and inviting atmosphere created by displays, materials, and people all of which give the message "use me." A B C D

EXHIBIT 12 (Continued)

COLLECTIONS

Guiding Principles

The media collection is developed and expanded on a planned basis.

Selection of materials is guided by a selection policy formulated by media staff, administrators, faculty, and students.

Materials and equipment are evaluated prior to purchase by use of reliable evaluative selection tools and by firsthand examination, wherever possible.

Collections are re-evaluated continuously to insure that they remain current and responsive to user needs.

Organization and arrangement make the collection easily accessible to users.

The collection contains the necessary variety of materials which gives the user opportunity to grow in ability to make choices, compare ideas, and discover new interests.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

ALL PRINT AND NONPRINT ITEMS ARE SUFFICIENT TO INSURE SATISFACTION OF 90 PERCENT OF INITIAL REQUESTS.

Print Materials

Books

37.	The collection contains a variety of print and nonprint materials.	A	B	C	D
38.	Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format.	A	B	C	D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

39. Sufficient duplication titles are provided to satisfy demands. A B C D

40. Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preferences. A B C D

41. The collection includes a minimum of 10 books per child. A B C D

42. The media staff obtains for users additional items from the district center and other sources. A B C D

43. Current professional materials for faculty and staff use are a part of the collection. A B C D

Periodicals and Newspapers

44. The collection supports the curriculum, caters to the interests of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers. A B C D

45. Appropriate indexes are provided for magazine and newspaper holdings. A B C D

46. Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back for five years or more in whatever form is feasible. A B C D

47. Duplicate titles are provided for periodicals in heavy demand. A B C D

Pamphlets

48. The collection includes state, national, and international government documents, which represent important sources of information. A B C D

49. Items in the collection are useful, current, varied in points of view, and easily accessible. A B C D

50. Persons or organizations responsible for the publication are clearly identified on items included in the collection. A B C D

EXHIBIT 12 (Continued)

A.	Extremely Satisfactory	C.	Needs Improving
B.	Satisfactory	D.	Unsatisfactory

51. Free and inexpensive materials, selected with care, are included as appropriate. Simplified order procedures permit rapid acquisition of free and inexpensive materials. A B C D

52. The collection is re-evaluated periodically and outdated, irrelevant materials are discarded. A B C D

Microforms

53. Consideration is given to the use of microforms for back issues of periodicals and other primary source materials. A B C D

54. Provisions for appropriate indexing, storage, and equipment are made to insure easy and dependable retrieval of items in microform formats. A B C D

55. Equipment selection is based on quality of image reproduction, ease of operation, and durability. A B C D

Visual Materials

Filmstrips

56. Filmstrips meet accepted criteria for accuracy and scope of content, organization, and technical qualities. A B C D

57. Sound filmstrips selected for the collection have appropriate relationships between visual and auditory content. A B C D

58. Packaging of the filmstrip(s) and related materials is convenient for effective use and storage. A B C D

Slides and Transparencies

59. Slides and transparencies are evaluated carefully for accuracy and technical qualities, including color, mounting, and (in the case of art slides) fidelity to the original. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

60. Locally-produced slides and transparencies are added to the collection when they meet criteria for quality and need. A B C D

Graphics: Posters, Art, and Study Print

61. The collection includes examples of varied reproduction processes. A B C D

62. Consideration is given to appropriate processing and storage of materials in fragile formats by such means as laminating, mounting, or framing items. A B C D

16mm and Super 8mm Sound Films, Videotapes, and Television Reception

63. Requests for materials from the district center are met 90 percent of the time. A B C D

64. Collections include materials produced by students and staff that meet criteria for quality and need. A B C D

65. Satisfactory condition of materials is assured by a maintenance and distribution system that checks, rewinds, cleans, and repairs each item after use. A B C D

66. Collections are evaluated continuously to identify materials requiring replacement and to withdraw obsolete items. A B C D

67. Equipment selection emphasizes adequacy and reliability of equipment and availability of servicing and repair, as well as availability of spare parts. A B C D

68. Selection of video playback and reception equipment provides for standardization of formats, to facilitate development of collections of video materials. A B C D

69. Video playback equipment is selected to provide for maximum simplicity and error-free operation with a minimum of controls. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

70. Selection of 16mm projectors is based on specific criteria related to the intended use of the equipment. Choice between self-threading and manual-threading projectors takes into account convenience of use and ease of operation. A B C D

Auditory Formats

Tape Recorders and Record Players

71. In choice of format(s) and equipment consideration is given to ease of use, compatibility of equipment, availability of materials, and ability to duplicate and produce recordings locally. A B C D

72. Blank tapes are provided for production of recordings by users and staff. A B C D

73. Equipment is selected carefully to insure accurate, high quality reproduction of the original sound. A B C D

Educational Broadcast Radio

74. A radio with AM-FM receivers plus a central distribution system is available. A B C D

Tactile Formats

75. The collection includes games and toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests. A B C E

76. Both commercially-produced and locally-developed materials are considered for inclusion in the collection. A B C D

77. Selection criteria emphasize a high degree of aesthetic appeal that invites handling of the objects in the process of use. A B C D

78. Tactile items are repackaged as necessary to promote convenience, durability, and appeal. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Miscellaneous Equipment

Access to the following items is provided:

79. Opaque projectors A B C D

80. Projector carts with height appropriate to type of equipment A B C D

81. Projection screens 60" by 60" A B C D

82. Video cable wiring in each classroom A B C D

83. Copying machine A B C D

84. Duplication machines A B C D

85. Dry mount press A B C D

86. Paper cutters A B C D

87. Transparency makers A B C D

88. Typewriters for graphics production A B C D

89. Cameras and related equipment A B C D

90. Videotape recorder A B C D

91. Super 8 film production equipment A B C D

EXHIBIT 12 (Continued)

OPERATION OF THE MEDIA PROGRAM

Planning

Guiding Principles

The media program reflects, supports, and also helps to determine the goals and objectives of the educational program of which it is an integral part.

Planning for the program is based on users' needs and interests and involves the setting of priorities within program objectives.

Planning is a cooperative and continuous process involving administrators, faculty, students, and community members as appropriate.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

92. A systematic plan is used to establish both short and long-range goals of the media program. A B C D

93. Priorities are established within program objectives. A B C D

94. A designated committee is actively involved in planning the media program. A B C D

95. The media staff provides information requested for planning at the district level. A B C D

Budget

Guiding Principles

The head of the building media program works with the principal in creating budget recommendations based on program goals and objectives.

EXHIBIT 12 (Continued)

Budget provisions are made for replacement of worn materials unsuitable for repair and of items of equipment for which maintenance costs exceed replacement costs.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

96. A media program budget is prepared annually. A B C D

97. Adequate funds for new and replacement acquisitions are provided annually to support the basic priorities of the media program. These may include per pupil, federal project funds, PTA, library allotment or other funds including capital outlay. A B C D

Purchasing

Guiding Principles

Centralized purchasing is used wherever it best serves the goals of the total educational program.

Purchasing policies and procedures provide for acquisition of materials, equipment, and supplies at the time of need, including items required on short notice.

Purchasing policies encourage rather than restrict convenience in purchasing inexpensive consumable items at both school and district levels.

Purchasing policies and procedures provide for evaluation of materials and equipment prior to purchase.

Assessment Criteria

98. Funding and procedures provide for a continuous acquisition of materials and equipment at the time of need. A B C D

EXHIBIT 12 (Continued)

A.	Extremely Satisfactory	C.	Needs Improving
B.	Satisfactory	D.	Unsatisfactory

99. Inexpensive and consumable items can be purchased quickly and without "red tape" at the time of need. A B C D

100. Purchases are made after personal evaluations or consulting professional reviews. A B C D

101. Purchasing procedures provide for all allotted monies to be completely spent and not lost because vendor cannot make delivery. A B C D

Production

Guiding Principles

Local production of materials encourages the creation, adaptation, and duplication of materials not readily or economically available elsewhere.

The production program supports the curriculum and applies knowledge of teaching/learning processes.

Policies for the production program recognize copyright laws and guard against their violation.

Assessment Criteria

102. A variety of instructional material is produced in the local school. A B C D

103. Instruction and training in the use of production equipment is provided for faculty, students, and volunteers. A B C D

104. Locally-produced materials of permanent value are cataloged and circulated from the media center. A B C D

Access and Delivery

Guiding Principles

Access and delivery systems provide for efficient acquisition, organization, and circulation of materials and equipment to users.

EXHIBIT 12 (Continued)

A. Extremely Satisfactory	C. Needs Improving
B. Satisfactory	D. Unsatisfactory

Access to information sources beyond the school and the district is provided by such means as cooperative arrangements with community agencies.

Assessment Criteria

105. All instructional materials, print, and non-print, are centrally cataloged and circulated from the media center. A B C D

106. The media staff circulates and inventories all media program equipment. A B C D

107. Files are maintained for community resources, agencies, and additional sources of information. A B C D

Maintenance

Guiding Principles

All types of materials and equipment are inspected periodically to prevent, detect, and repair damage.

A program of systematic preventive maintenance is provided for equipment.

Worn, damaged, and obsolete items are systematically replaced.

Assessment Criteria

108. Equipment is kept in good repair. A B C D

109. Instruction in the use of equipment and preventive maintenance is provided. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Public Information

Guiding Principles

Public information and public relations are considered in all areas of media program operations and are provided on a continuing basis.

Provisions for collection and analysis of data on the media program are based on the utility of the data for program evaluation and public information purposes.

Assessment Criteria

110. An active public relations program is pursued. A B C D

111. A prompt response is given to requests by the district staff for information and reports. A B C D

112. A well-planned program interprets the role and the accomplishments of the media program to the school and the community. A B C D

113. Public information programs protect intellectual freedom in the media program by sharing goals and objectives with the community. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Program Evaluation

Guiding Principles

Effective planning for media program rests upon adequate and continuous evaluation of program elements involving both staff and users.

Evaluations conducted by persons or groups outside the school district contribute additional information and insights for program improvement.

District level planning includes all schools and instructional units and each provides necessary information needed for district planning.

Assessment Criteria

114. An instrument is devised for determining the effectiveness of the media program. A B C D

115. Periodic evaluations are sent to the district coordinator of media services. A B C D

116. The local media staff participates in the evaluation of materials and services at the district level. A B C D

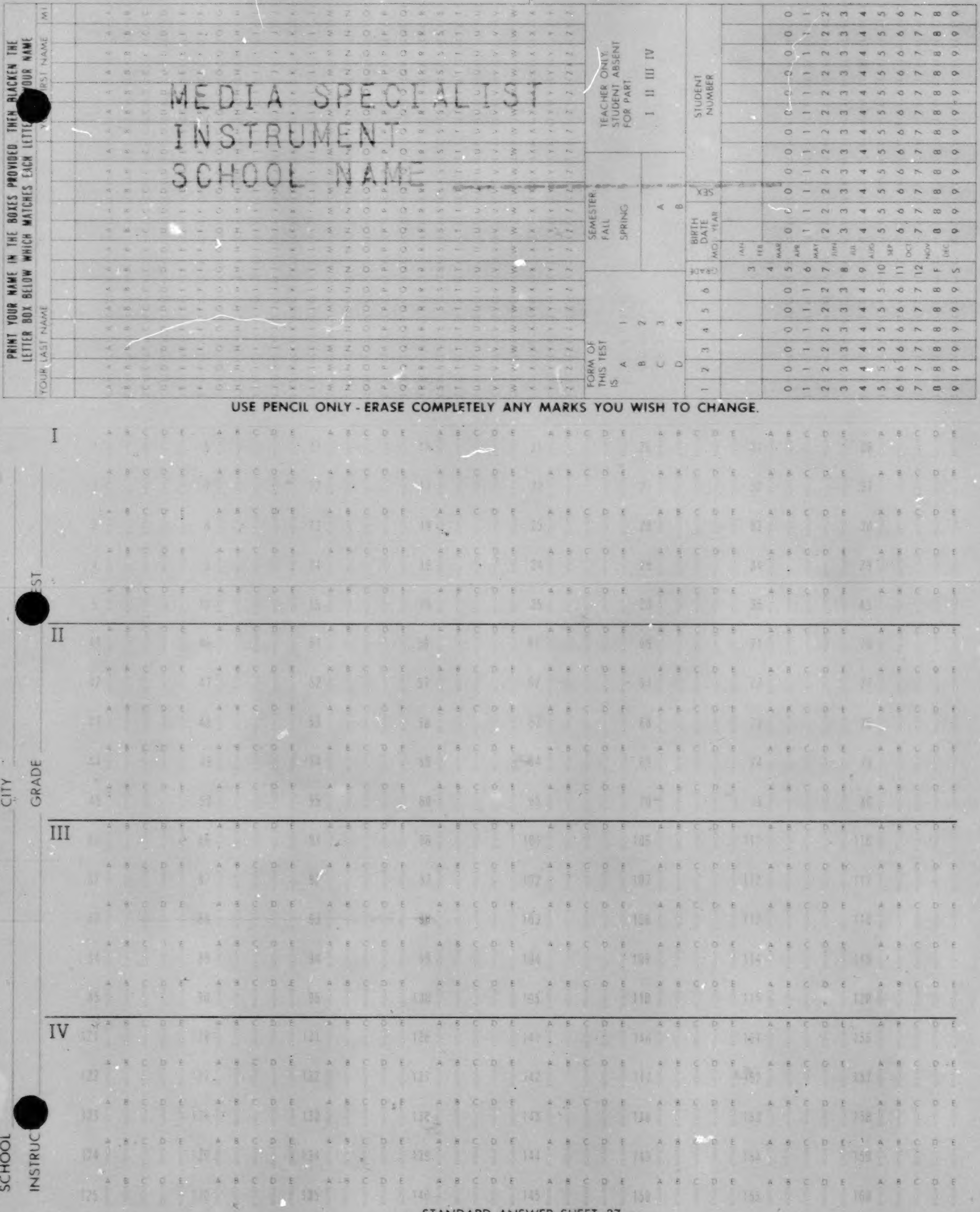
117. A general rating of the Personnel area is A B C D

118. A general rating of the Facilities area is A B C D

119. A general rating of the Collections area is A B C D

120. A general rating of the Operations area is A B C D

EXHIBIT 12 (Continued)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STANDARD ANSWER SHEET - 37

EXHIBIT 12 (Continued)

LIBRARY-MEDIA PROGRAM EVALUATION

(Teachers)

On the following pages is a list of assessment criteria to be used for assessing existing conditions of a school media center. Please assess your school's media program using the attached instrument.

Directions:

A. READ each assessment criteria carefully.

B. THINK about how well your media program is presently meeting the criteria. (Extremely Satisfactory, Satisfactory, Needs Improving, Unsatisfactory)

C. MARK your answer on the answer sheet. Write the school name on the answer sheet. Use only a No. 2 pencil. Use numbers 1 through 95 on the answer sheet. Write your evaluative statement to numbers 12, 29, 72, and 95 on the instrument in the space provided. DO NOT write it on the answer sheet.

Key:

A. Extremely Satisfactory--Present media program is functioning beyond minimum expectations.

B. Satisfactory--Present media program is functioning at minimum expectations.

C. Needs Improving--Present media program is functioning below minimum expectations.

D. Unsatisfactory--Present media program is functioning at a level that requires immediate changes.

School Name ______________________________

EXHIBIT 12 (Continued)

PERSONNEL

Definition

Personnel for creating and maintaining educational media programs include the professional staff and the support staff. Realization of the purposes of the media program depends on the quality and extent of the personnel who are employed to implement the media program.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

The media Specialist

1.	Plans and administers the school media program working cooperatively with the principal, the district media coordinator, other media staff, and users.	A B C D
2.	Works with the principal and faculty in planning ways to improve instruction.	A B C D
3.	Plans and implements media program policies.	A B C D
4.	Works as a member of curriculum committees, textbook committees, and other instructional groups.	A B C D
5.	Provides staff development programs for teachers in the evaluation, selection, and use of materials and equipment.	A B C D
6.	Coordinates the selection, organization, and distribution of materials and equipment.	A B C D
7.	Acquires and disseminates information regarding community resources.	A B C D
8.	Is aware of new educational trends and instructional techniques.	A B C D
9.	Interprets the school media program to students, faculty, administration, and community.	A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

10. Develops a climate that encourages students and teachers to take full advantage of the media center and its resources. A B C D

11. Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program, and release professionals to work in the areas of their expertise. A B C D

12. The general rating of the PERSONNEL area is A B C D

Write an evaluative statement related to the Personnel area.

EXHIBIT 12 (Continued)

FACILITIES

Definition

Any area of the building that directly supports and enhances the media program of the school will be considered as media facilities for the purpose of assessment.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

13. Space is sufficient to meet the needs of the instructional program of the school. A B C D

14. Circulation is near main entrance and near reference collection. A B C D

15. A large open area is available for study. A B C D

16. Wired carrels are provided for listening and viewing. A B C D

17. An informal area is provided for reading and browsing. A B C D

18. Conference rooms are available. A B C D

19. Office space is provided for program planning and related work. A B C D

20. Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space. A B C D

21. Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/dark room, and graphics. A B C D

22. Equipment storage is located on a corridor with necessary provisions for security. A B C D

23. Accoustical treatment of wall, floor, and ceiling and sufficient controlled lighting are provided. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

24. Sufficient number of electrical outlets are available to provide for maximum use of facilities and equipment. A B C D

25. Separate storage area is provided for back issues of periodicals and infrequently used materials. A B C D

26. Adequate shelving is provided to house the entire collection. A B C D

27. Flexible space, at least classroom size, is provided for audio and visual presentation. A B C D

28. The media center has a warm and inviting atmosphere created by displays, materials, and people all of which give the message "use me." A B C D

29. The general rating of the FACILITIES area is A B C D

Write an evaluative statement related to the Facilities area.

EXHIBIT 12 (Continued)

COLLECTIONS

Definition

The media collection is composed of instructional materials and equipment which provide the primary means for teaching, learning, and interest fulfillment.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

Print Materials

Books

30. The collection contains a variety of print materials. A B C D

31. Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format. A B C D

32. Sufficient duplicate titles are provided to satisfy demands. A B C D

33. Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference. A B C D

34. The media staff obtains for users additional items from the district center and other sources. A B C D

35. Current professional materials for faculty and staff use are a part of the collection. A B C D

Periodicals and Newspapers

36. The collection supports the curriculum, caters to the interests of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers. A B C D

37. Appropriate indexes are provided for magazine and newspaper holdings. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory   C. Needs Improving
B. Satisfactory   D. Unsatisfactory

38. Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back to five years or more in whatever form is feasible. A B C D

39. Duplicate titles are provided for periodicals in heavy demand. A B C D

Pamphlets

40. The collection includes state, national, and international government documents, which represent important sources of information. A B C D

41. Items in the collection are useful, current, varied in points of view, and easily accessible. A B C D

Visual Materials

Filmstrips

42. Packaging of the filmstrip(s) and related materials is convenient for effective use and storage. A B C D

16mm and Super 8mm Sound Films, Videotapes, and Television Reception

43. Requests for materials from the district center are met 90 percent of the time. A B C D

44. Collections include materials produced by students and staff that meet criteria for quality and need. A B C D

45. Satisfactory condition of materials is assured by a maintenance and distribution system that checks, rewinds, cleans, and repairs each item after use. A B C D

46. Collections are evaluated continuously to identify materials requiring replacement and to withdraw obsolete items. A B C D

47. Equipment selection emphasizes adequacy and reliability of equipment and availability of servicing and repair, as well as availability of spare parts. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

48. Selection of video playback and reception equipment provides for standardization of formats, to facilitate development of collections of video materials. A B C D

49. Video playback equipment is selected to provide for maximum simplicity and error-free operation with a minimum of controls. A B C D

50. Selection of 16mm projectors is based on specific criteria related to the intended use of the equipment. Choice between self-threading and manual-threading projectors takes into account convenience of use and ease of operation. A B C D

Auditory Formats

Tape Recorders and Record Players

51. In choice of format(s) and equipment consideration is given to ease of use, compatibility of equipment, availability of materials, and ability to duplicate and produce recordings locally. A B C D

52. Blank tapes are provided for production of recordings by users and staff. A B C D

53. Equipment is selected carefully to insure accurate, high quality reproduction of the original sound. A B C D

Educational Broadcast Radio

54. A radio with AM-FM receivers plus a central distribution system is available. A B C D

Tactile Formats

55. The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests. A B C D

56. Both commercially-produced and locally-developed materials are considered for inclusion in the collection. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

57.	Selection criteria emphasize a high degree of aesthetic appeal that invites handling of the objects in the process of use.	A	B	C	D
58.	Tactile items are repackaged as necessary to promote convenience, durability, and appeal.	A	B	C	D

Miscellaneous Equipment

Access to the following items is provided:

59.	Opaque projectors	A	B	C	D
60.	Projector carts with height appropriate to type of equipment	A	B	C	D
61.	Projection screens 60" x 60"	A	B	C	D
62.	Video cable wiring in each classroom	A	B	C	D
63.	Copying machine	A	B	C	D
64.	Duplication machines	A	B	C	D
65.	Dry mount press	A	B	C	D
66.	Paper cutters	A	B	C	D
67.	Transparency makers	A	B	C	D
68.	Typewriters for graphics production	A	B	C	D
69.	Cameras and related equipment	A	B	C	D
70.	Videotape recorder	A	B	C	D
71.	Super 8 film production equipment	A	B	C	D
72.	The general rating of the COLLECTIONS area is	A	B	C	D

Write an evaluative statement related to the Collections area.

EXHIBIT 12 (Continued)

OPERATIONS

Definition

Operation of the media program includes planning, budget, purchasing, production, access and delivery systems, maintenance, public information, and program evaluation.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Planning

Assessment Criteria

73. A systematic plan is used to establish both short and long-range goals of the media program. A B C D

74. Priorities are established within program objectives. A B C D

75. A designated committee is actively involved in planning the media program. A B C D

Budget

Assessment Criteria

76. A media program budget is prepared annually. A B C D

77. Adequate funds for new and replacement acquisitions are provided annually to support the basic priorities of the media program. These may include per pupil, federal project funds, PTA, library allotment or other funds including capital outlay. A B C D

Purchasing

Assessment Criteria

78. Funding and procedures provide for a continuous acquisition of materials and equipment at the time of need. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

79. Inexpensive and consumable items can be purchased quickly and without "red tape" at the time needed. A B C D

80. Purchases are made after personal evaluations or consulting professional reviews. A B C D

81. Purchasing procedures provide for all allotted monies to be completely spent and not lost because vendor cannot make delivery. A B C D

Production

Assessment Criteria

82. A variety of instructional material is produced in the local school. A B C D

83. Instruction and training in the use of production equipment is provided for faculty, students, and volunteers. A B C D

84. Locally-produced materials of permanent value are cataloged and circulated from the media center. A B C D

Access and Delivery

Assessment Criteria

85. All instructional materials, print, and nonprint, are centrally cataloged and circulated from the media center. A B C D

86. The media staff circulates and inventories all media program equipment. A B C D

87. Files are maintained for community resources, agencies, and additional sources of information. A B C D

88. The media center hours are flexible, extend beyond the school day, and provide for easy access to materials and services. A B C D

EXHIBIT 12 (Continued)

A. Extremely Satisfactory   C. Needs Improving
B. Satisfactory   D. Unsatisfactory

Maintenance

Assessment Criteria

89. Equipment is kept in good repair. A B C D

90. Instruction in the use of equipment and preventive maintenance is provided. A B C D

Public Information

Assessment Criteria

91. A well-planned program interprets the role and the accomplishments of the media program to the school and the community. A B C D

92. Public information programs protect intellectual freedom in the media program by sharing goals and objectives with the community. A B C D

Program Evaluation

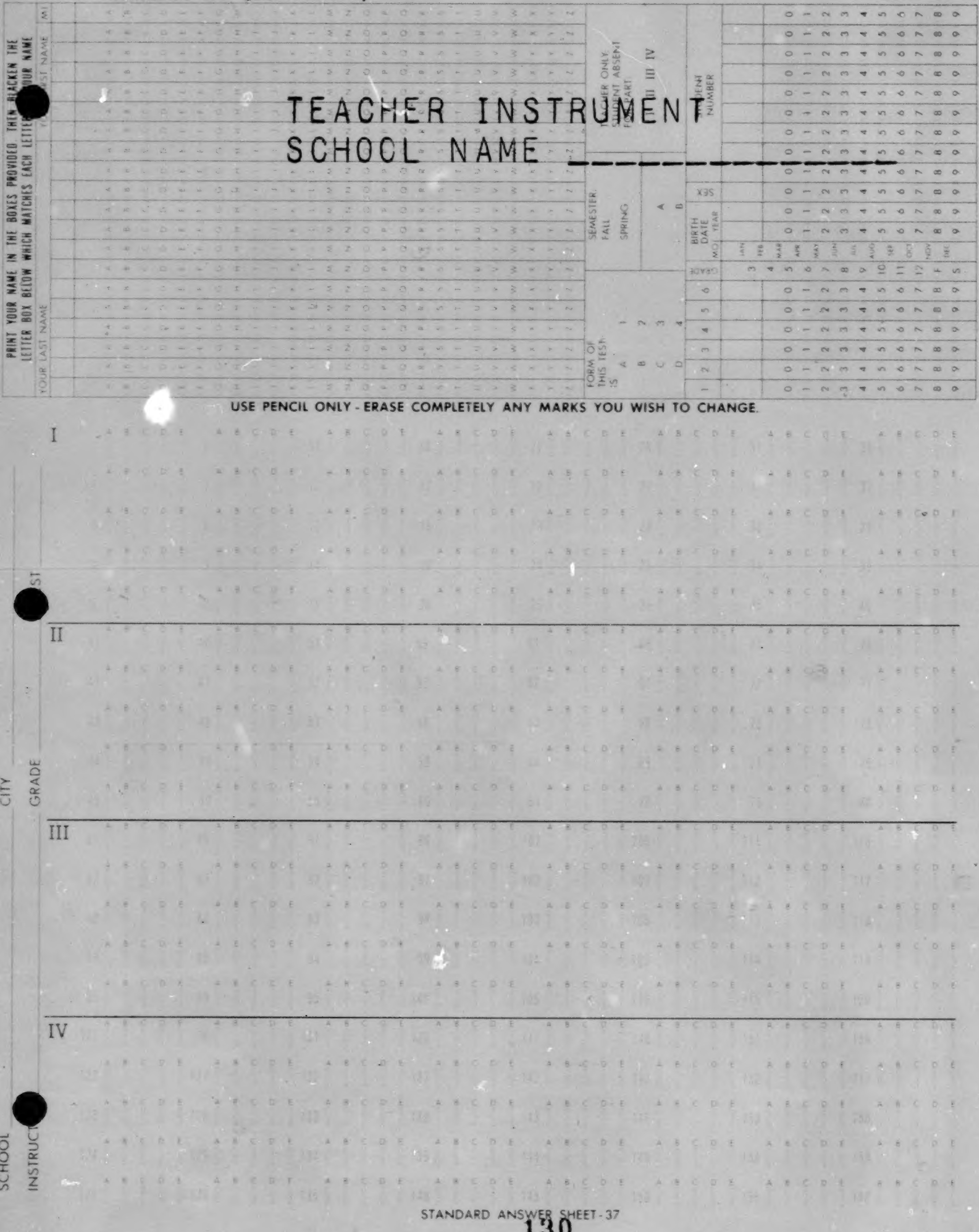
Assessment Criteria

93. An instrument is devised for determining the effectiveness of the media program. A B C D

94. The local school staff participates in the evaluation of materials and services at the district level. A B C D

95. The general rating of the OPERATIONS area is A B C D

Write an evaluative statement related to the Operations area.



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SCHOOL
CITY
INSTRUCTOR
GRADE
TEST

STANDARD ANSWER SHEET - 37

EXHIBIT 12 (Continued)

LIBRARY MEDIA PROGRAM EVALUATION INSTRUMENT

(Parents - Students)

On the following pages is a list of items designed to help you evaluate your school's library media program. Please evaluate this program using the attached items.

Directions

A. READ each item carefully.

B. THINK about the activity suggested. Is it being accomplished?

C. MARK your answer on the answer sheet. (Key: A - yes, B - no) Write the school name on the answer sheet. Use only a No. 2 pencil. Use numbers 1 through 30 on the answer sheet.

Key

A. Yes - Present library media program is doing activity suggested by item.

B. No - Present library media program is not doing activity suggested by item.

EXHIBIT 12 (Continued)

PERSONNEL

Definition:

Personnel for creating and maintaining educational media programs include the professional staff, support staff, and volunteer workers.

Evaluation Items:

	Yes	No
1. The library media specialist is responsible for the selection, organization, and distribution of print and nonprint materials and equipment.	___	___
2. The media specialist informs the students and parents of the services of the media center and encourages use of the facilities and materials.	___	___
3. Does your media center have a parent-volunteer program?	___	___
4. Does your media center have a student-volunteer program?	___	___

FACILITIES

Definition:

Any area of the building that directly supports and enhances the media program of the school will be considered as media facilities for the purpose of evaluation.

Evaluation Items:

	Yes	No
5. The media center has sufficient space to serve students and faculty with provision for research and reading, group instruction, individual listening and viewing, and production of materials.	___	___

EXHIBIT 12 (Continued)

COLLECTIONS

Definition:

Collections are instructional materials and equipment which provide the primary means for teaching, learning, and interest fulfillment.

Evaluation Items:

		Yes	No
	Print Materials		
6.	The book collection is up to date and supports the curriculum and interest of students.	___	___
7.	Sufficient duplicate titles are provided to satisfy demands.	___	___
8.	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to encourage reading.	___	___
9.	The media staff obtains for users additional items from other sources outside the local library.	___	___
10.	Magazines and newspapers are easy to locate and use.	___	___
11.	Back issues of magazines are available.	___	___
	Pamphlet		
12.	Items in the collection are useful, current, varied in points of view, and easily accessible.	___	___
	Nonprint Materials and Equipment		
13.	The collection includes a variety of filmstrips, tapes, kits, transparencies, art and study prints, maps and globes, slides, and other items.	___	___
14.	Equipment necessary for the utilization of nonprint materials is provided.	___	___

EXHIBIT 12 (Continued)

		Yes	No
15.	The selection, availability, and repair of materials and equipment is satisfactory.	___	___
16.	Damaged and out-of-date items are replaced on a regular basis.	___	___
17.	Materials such as blank tapes and film are provided for curriculum related projects.	___	___
18.	Collections include materials produced by students and staff.	___	___
19.	The media center collection also includes games, models, and sculpture.	___	___

EXHIBIT 12 (Continued)

OPERATIONS

Definition:

Operation of the media program includes planning, budget, purchasing, production, access and delivery systems, maintenance, public information, and program evaluation.

Evaluation Items:

	Yes	No
20. Adequate funds for new and replacement acquisitions are provided annually to support the basic priorities of the media program.	___	___
21. A variety of instructional material is produced in the local school.	___	___
22. Instruction and training in the use of production equipment is provided for students and volunteers.	___	___
23. All instructional materials, print and non-print, are centrally cataloged and circulated from the media center.	___	___
24. Locally-produced materials of permanent value are cataloged and circulated from the media center.	___	___
25. The media staff circulates and inventories all media program equipment.	___	___
26. Files are maintained for community resources, agencies, and additional sources of information.	___	___
27. The media program is explained to students and parents.	___	___
28. The media center hours are flexible, extended beyond the school day, and provide for easy access to materials.	___	___
29. The media center has a warm and inviting atmosphere created by displays, materials, and people all of which give the message "use me."	___	___
30. Generally speaking, I am satisfied with my school's media program.	___	___

EXHIBIT 12 (Continued)

PRINT YOUR NAME IN THE BOXES PROVIDED. THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME

YOUR LAST NAME

YOUR FIRST NAME

MI

PARENT INSTRUMENT
SCHOOL NAME ________________

TEACHER ONLY STUDENT ABSENT FOR PART I II III IV

STUDENT NUMBER

SEMESTER FALL SPRING

A B

SEX

BIRTH DATE MO. YEAR

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

GRADE 3 4 5 6 7 8 9 10 11 12 F S

FORM OF THIS TEST IS A B C D

1 2 3 4 5 6

1 2 3 4

USE PENCIL ONLY - ERASE COMPLETELY ANY MARKS YOU WISH TO CHANGE.

I

II

III

IV

SCHOOL

CITY

INSTRUCTOR

GRADE

TEST

STANDARD ANSWER SHEET-37

PRINT YOUR NAME IN THE BOXES PROVIDED. THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME

YOUR LAST NAME

YOUR FIRST NAME

MI

STUDENT INSTRUMENT

SCHOOL NAME ____________________

TEACHER ONLY. STUDENT ABSENT FOR PART I II III IV

STUDENT NUMBER

SEMESTER FALL SPRING

A B

FORM OF THIS TEST 15 A 1 B 2 C 3 D 4

SEX

BIRTH DATE MO. YEAR

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

GRADE 3 4 5 6 7 8 9 10 11 12 F S

USE PENCIL ONLY - ERASE COMPLETELY ANY MARKS YOU WISH TO CHANGE.

I

II

III

IV

SCHOOL

CITY

INSTRUCTOR

GRADE

TEST

STANDARD ANSWER SHEET-37

EXHIBIT 13

October 23, 1975

Memo to: Principals and Librarians

From: Snell A. Mills

Reference: Jim Turpin's Practicum

October 30, 1975, 9 A. M. to 12 N., is the time for the principal and librarian to come to W. D. Thomson to work together in setting priorities, establishing goals, and making specific plans for the improvement of media services at the local school. Before coming to the meeting, please review the 1975-76 goals for your school outlined in your 1974-75 end-of-the-year annual library report. In addition, please list any additional improvements in media services you wish to make this year and bring the report and the list with you.

All schools have completed the evaluation questionnaires and returned these for analysis. These have been analyzed and the results will be discussed with you at the October 30 planning meeting. Staff members of the Educational Media Department will assist the librarians and principals as specific local plans are made during the morning. Time for sharing ideas for making improvements will be provided later in the morning.

At this time it would be helpful to people from the other schools if each principal could tell briefly how steps will be taken to involve the faculty and students in the project in the next few weeks.

If you need any assistance before October 30, please call Wilma Cravey.

EXHIBIT 14

MODEL FOR IMPROVING SCHOOL MEDIA CENTERS

Work Session

W. D. Thomson Center

October 30, 1975

Agenda

I. Coffee and Social Time

II. Opening Comments--Dr. Snell Mills

III. Interpretation of Data--James D. Turpin

IV. Small Groups--Planning and Sharing Session
    Participants--Principals and Media Specialists
    Consultants--Dr. Snell Mills
        James D. Turpin
        Wilma Cravey
        Richard Cantrell
        Dot Hanson
        Blanche Browne

V. Large Group Sharing Time
    Leaders--James D. Turpin
        Dr. Snell Mills

VI. Closing Remarks--Dr. Snell Mills
        James D. Turpin

EXHIBIT 15
Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled
DATA ANALYSIS SHEET

SCHOOL Columbia Elementary

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.			TEACHERS		PARENTS	STUDENTS
16	79	16	1	80	13	79		5
25	90	20	4	84	15	82		7
26	95	21	5	86	16	84		12
28	100	23	7	94	17	93	DID	20
31		24	8	116	18	94		21
34		25	11	119	19		NOT	22
72		26	22	97	21			23
81		30	27	101	23		SAMPLE	24
22		31	28	102	24			28
24		32	29	103	25			
27		35	33	104	26			
30		60	34	109	27			
36		61	39	117	29			
38		64	40	114	38			
42		65	43	115	40			
48		67	45	120	49			
49		70	46		54			
50		71	48		55			
51		82	49		56			
52		87	50		62			
54		88	51		68			
58		89	52		69			
59		91	66		70			
64		96	72		71			
65		99	74		72			
74		118	75		77			
78			78		78			

EXHIBIT 15

Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Evansdale

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.		TEACHERS	PARENTS	STUDENTS
16	8	16	21	18	8	4
22	11	53	23	21	18	8
34	20	54	29	52	21	17
36	24	55	33	54	24	18
42	26	118	34	55		19
72	27	120	37	56		26
81	28		40	62		28
94	29		43	69		
105	30		46	71		
	45		51	79		
	48		58	93		
	50		59			
	52		60			
	54		75			
	55		76			
	65		77			
	66		78			
	68		88			
	83		89			
	84		91			
	85		99			
	90		101			
	93		102			
	95		103			
	100		104			
			114			
			116			

EXHIBIT 15

Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Forest Hills

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.		TEACHERS		PARENTS	STUDENTS
25	92	25	77	11	94		8
27	94	26	98	18			9
32	98	29	102	21			16
80	100	30	103	23		DID	17
81	104	31	104	26			18
93		40	109	33			22
95		74	110	43		NOT	26
11		87	112	44			
20		88	113	49			
22		90	114	57		SAMPLE	
24		91	118	58			
26		94	120	62			
28		8		68			
30		16		69			
31		20		70			
33		21		71			
34		24		75			
35		32		77			
37		34		78			
38		48		79			
42		51		82			
53		56		83			
54		60		84			
78		61		89			
83		62		91			
84		64		92			
85		76		93			

EXHIBIT 15

Items Identified as Potential Media Program Weaknesses
by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Heritage

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
80	53	5	17	20
81	54	18	21	21
30	55	21	22	22
34	68	22	26	
69	69	27		
71	82	39		
	90	40		
	91	44		
	8	48		
	26	49		
	30	59		
	33	68		
	43	70		
	44	71		
	45	75		
	47			
	79			
	80			
	81			
	94			
	102			

EXHIBIT 15

Items Identified as Potential Media Program Weaknesses
by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Idlewood

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL	MEDIA SPEC.		TEACHERS		PARENTS	STUDENTS
27	26	94	10	87		4
31	59	103	18	88		8
42	82	105	21			19
65	11	107	22			22
68	13	108	25		DID	
81	20	109	27			
4	27	110	33			
5	29	112	38		NOT	
12	30	113	39			
17	33	114	40			
30	40	118	41			
52	48	120	44		SAMPLE	
55	49		48			
58	50		49			
59	51		54			
66	52		55			
67	61		56			
72	62		57			
85	63		58			
86	66		62			
103	68		69			
105	75		70			
106	76		71			
107	77		79			
	78		82			
	87		83			
	91		84			

EXHIBIT 15
Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled
DATA ANALYSIS SHEET

SCHOOL Medlock

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.			TEACHERS	PARENTS	STUDENTS
20	21	20	7	118	17	5	8
22	26	21	8	104	18	8	9
24	27	24	16	113	19	19	10
25	28	26	23	114	20	21	11
29	47	27	25	116	21		15
30	59	28	35		27		16
31	66	29	51		33		17
32	67	30	52		40		18
33	74	31	60		54		19
34	106	32	61		62		20
35	107	33	62		67		22
36		34	65		68		24
38		40	66		69		27
48		46	67		70		29
64		48	75		71		
65		49	76				
72		50	77				
73		53	78				
76		54	83				
80		55	84				
81		64	89				
92		68	90				
16		69	92				
		74	93				
		82	94				
		88	97				
		91	101				

EXHIBIT 15
Items Identified as Potential Media Program Weaknesses by One or More Groups Sampled
DATA ANALYSIS SHEET

SCHOOL Northwoods

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
31	11	91	33	DID NOT SAMPLE	16
35	13	40	54		23
36	20	53	62		26
108	26	54	71		28
105	27	55	75		
104	28	68	78		
103	29	69	79		
101	32	74			
100	33	82			
98	34	94			
96	37	98			
95	38	99			
94	40	114			
93	42	6			
90	44				
89	45				
88	46				
86	48				
85	49				
84	52				
83	53				
82	55				
81	58				
74	59				
73	63				
72	65				
68 67	66				

EXHIBIT 15

Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Sagamore Hills

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.		TEACHERS	PARENTS	STUDENTS
16	20	53	16	11	8	8
17	53	54	19	33	19	17
18	58	61	20	40	22	18
19	59	78	22	54		19
64	65	82	29	55		
72	66	91	35	56		
81	93	101	40	62		
	105	114	43	69		
		117	48	71		
		119	59			
			62			
			65			
			74			
			75			
			77			
			88			
			90			
			92			
			93			
			94			
			97			
			98			
			99			
			102			
			105			
			115			
			116			

EXHIBIT 15

Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Skyhaven

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.		TEACHERS	PARENTS	STUDENTS
16	6	20	6	18	2	2
17	18	26	17	21	28	3
31	19	29	18	33		18
36	20	35	19	39		22
64	27	53	21	44		28
72	30	54	30	54		
81	42	55	33	62		
90	45	74	34	68		
105	49	82	37	69		
107	50	40		78		
104	51	43		79		
103	52	48		94		
101	53	58				
93	57	65				
94	58	75				
95	65	79				
98	66	83				
100	68	91				
	69	98				
	73	99				
	77					
	78					
	83					
	85					
	87					
	91					
	92					

EXHIBIT 15
Items Identified as Potential Media Program Weaknesses
by One or More of Groups Sampled
DATA ANALYSIS SHEET

SCHOOL Toney

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.		TEACHERS		PARENTS	STUDENTS
22	30	17	23	13	58	3	3
24	32	20	36	15	68	8	8
25	33	21	49	16	69	28	17
26	34	24	60	17	70		19
27	35	25	61	18	71		26
28	38	26	62	19	72		
29	66	27	63	20	77		
31	67	28	64	22	78		
36	68	29	65	23	79		
	72	30	88	24	84		
		31	92	25			
		32	101	26			
		33	102	27			
		34	103	29			
		35	108	33			
		40	107	38			
		45	109	39			
		46	110	40			
		47	112	41			
		48	113	44			
		53	120	46			
		64	118	48			
		74		49			
		89		54			
		91		55			
		98		56			
		104		57			

EXHIBIT 15

Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Tilson

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.		TEACHERS	PARENTS	STUDENTS
34	22	6	8	18	DID NOT SAMPLE	3
42	30	20	11	27		7
	33	26	16	33		8
	46	29	17	38		9
	47	32	31	39		12
	48	33	37	54		14
	49	40	43	55		
	64	45	49	69		
	84	46	61	70		
	105	47	63	71		
		48	64	77		
		75	65	79		
		91	82	87		
			92	93		
			94			
			96			
			97			
			98			
			99			
			101			
			102			
			107			
			110			
			114			
			116			
			119			

EXHIBIT 15
Items Identified as Potential Media Program Weaknesses by One or More Groups Sampled
DATA ANALYSIS SHEET

SCHOOL Columbia High

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL	MEDIA SPEC.		TEACHERS	PARENTS	STUDENTS
22	26	4	17	2	3
27	35	7	18	3	8
29	82	8	27	8	19
30	91	11	55	9	27
36	77	20	62	19	
37	78	21	71	21	
76	97	25		27	
81	98	29		28	
	99	31			
	101	32			
	102	33			
	103	34			
	107	39			
	109	40			
	120	43			
	119	44			
	118	47			
	117	48			
	112	52			
	111	61			
	110	62			
		67			
		69			
		71			
		74			
		75			
		76			

EXHIBIT 15
Items Identified as Potential Media Program Weaknesses
by One or More Groups Sampled
DATA ANALYSIS SHEET

SCHOOL Cross Keys High

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL	MEDIA SPEC.		TEACHERS	PARENTS	STUDENTS
4	53	4	7	DID NOT SAMPLE	2
8	54	19	27		3
11	55	20	39		7
19	62	25	44		9
50	68	28	48		16
52	69	29	49		17
53	75	35	54		18
54		37	55		19
58		42	56		20
59		43	57		22
65		51	58		23
66		60	62		24
72		64	68		27
79		77	69		28
80		78	70		
94		89	71		
95		94	75		
96		98	84		
81		99	87		
		101			
		102			
		103			
		105			

EXHIBIT 15

Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Gordon High

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.			TEACHERS		PARENTS	STUDENTS
108	6	29	90	39	40	5	16	19
107	7	34	89	40	48	7	18	27
105	10	37		45	49	35	28	2
104	11	44		66	52	39	30	6
103	12	47		78	54		3	17
100	13	48		87	55		6	21
99	21	49		94	56		9	22
98	26	50		99	62		12	28
96	40	51		108	64			3
95	43	56		117	65			9
86	44	57		113	67			16
85	45	58		119	68			18
84	46	59		112	69			
83	47	60		109	70			
81	48	61		106	71			
80	50	62		105	75			
79	51	64		104	78			
74	52	65		103	79			
72	54	74		102	82			
67	55	75		98	83			
66	58	76		95	84			
65	59	82		93	88			
64	62	88		92	90			
56	1	18		91	93			
	2	19		8				
	3	20		7				
	4	25		11				
				32				

EXHIBIT 15
Items Identified as Potential Media Program Weaknesses
by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Henderson High

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.		TEACHERS		PARENTS	STUDENTS
19	22	19	23	13	79	5	3
20	24	20	25	15	82	7	8
25	30	21	27	16	84	19	17
27	33	26	30	17			18
31	34	35	33	18		8	19
35	38	40	41	19		13	24
36	42	74	47	20		15	
72	49	82	60	21		16	
78	52	101	61	22		20	
81	54		62	26		21	
	58		64	27		24	
	69		65	33		26	
	74		66	39		30	
	79		75	44			
			94	45			
			98	48			
			102	49			
			107	54			
			114	55			
			118	56			
				57			
				58			
				62			
				68			
				69			
				75			
				78			

EXHIBIT 15

Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Lakeside High

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.		TEACHERS	PARENTS	STUDENTS
19	5	25	4	13	DID NOT SAMPLE	3
30	7	29	19	17		7
36	22	74	21	18		8
64	24	75	23	27		9
75	25	91	31	33		18
93	27		33	35		19
	38		35	54		21
	42		41	55		24
	45		47	62		26
	49		48	68		27
	52		61	75		29
	53		62	79		30
	59		64	82		
	62		82	84		
	65		88			
	72		89			
	77		94			
	81		95			
	83		102			
	85		110			
	86		116			
	88					
	89					
	90					
	103					
	105					

EXHIBIT 15

Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Open Campus

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

PRINCIPAL		MEDIA SPEC.		TEACHERS	PARENTS	STUDENTS
16	7	7	6	11	DID NOT SAMPLE	3
17	11	16	8	13		18
18	19	25	20	15		19
20	21	26	21	18		26
72	22	35	23	20		27
73	24	54	27	25		
74	25	55	29	27		
77	29	74	33	40		
81	30	82	34	54		
88	34	88	37	55		
105	35	118	47	56		
107	36		48	62		
108	38		51	63		
106	41		53	68		
42	50		60	71		
52	54		62	75		
63	65		75	82		
75	76		92	88		
78	79		94	92		
82	83		99			
85	86		101			
89	90		105			
91	92		107			
93	94		114			
96	98		115			
101	103		117			
62	104		118			

EXHIBIT 16

Item Matching Conversion Table

	(Instruments)		
MS	P	T	P-S
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5		
6	6		
7	7		
8	8	5	
9	9		
10	10	6	1
11	11	7	
12	12	8	
13	13	9	2
	14	10	
15	15		
16	16		
17	17		
18	18		
19	19		
20	20	11	
21	22	13	5
22	23	14	
23	24	15	
24	25	16	
25	26	17	
26	27	18	
27	28	19	
28	29	20	
29	30	21	
30	31	22	
31	32	23	
32	33	24	
33	34	25	
34	35	26	
35	36	27	
36	37	28	29
37	39	30	
38	40	31	
39	41	32	7
40	42	33	8
41	43		6
42	44	34	9
43	45	35	
44	46	36	
45	47	37	10
46	48	38	11
47	49	39	
48	50	40	
49	51	41	12
50			
51			
52			
53			
54			
55			
56			13
57			
58		42	
59			
60	52		18
61			
62			
63	53	43	
64	54	44	
65	55	45	15
66	56	46	16
67	57	47	
68	58	48	
69	59	49	
70	60	50	
71	61	51	
72	62	52	17
73	63	53	
74	64	54	
75	65	55	19
76	66	56	
77	67	57	
78	68	58	
79	69	59	
80	70	60	
81	71	61	
82	72	62	
83	73	63	
84	74	64	

EXHIBIT 16
(Continued)

(Instruments)				(Instruments)				(Instruments)			
MS	P	T	P-S	MS	P	T	P-S	MS	P	T	P-S
82	72	62									
83	73	63									
84	74	64									
85	75	65		109	100	90	27				
86	76	66		110	101						
87	77	67		111	102						
88	78	68		112	103	31					
89	79	69		113	104	92					
90	80	70		114	105	93					
91	81	71		115	106						
92	83	73		116	107	94					
93	84	74		117	21	12					
94	85	75		118	38	29					
95	86			119	82	72					
96	87	76		120	108	95					
97	88	77	20								
98	89	78									
99	90	79									
100	91	80									
101	92	81									
102	93	21									
103	94	83	22								
104	95	84	24								
105	96	85	23								
106	97	86	25								
107	98	87 88	26 28								
108	99	89									

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Columbia Elementary

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1.	5	5			
2.		7			7
3.	16	16			
4.	22	21	13		5
5.	24	23	15		
6.	25	24	16		
7.	26	25	17		
8.	27	26	18		
9.	28	27	19		
10.	30	29	21		
11.	31	30			
12.		31	23		
13.		32	24		
14.	34	33	25		
15.		34	26		
16.	36	35	27		
17.	42	40			
18.	48	46	38		
19.	50	48	40		
20.	51	49			12
21.	52	60			
22.	54	64			
23.	64	74	54		
24.	65	75	55		
25.	72	82	62		
26.	74	84			
27.	78	88	68		

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Columbia Elementary - Page 2

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
28	79	89	69		
29		91	71		
30	90	99	79		
31		97	77		20
32		102	82		21
33		103			22
34	95	104	84		24
35	100	109			
36		114	93		
37		116	94		

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Evansdale

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	16	16			
2	22	21			
3	24	23			
4	30	29	21		
5	34	33			
6	42	40			
7	45	43			
8	48	46			
9	52	60		18	18
10	72		62		
11	65	75	55		19
12	66	76	56		
13	68	78			
14		89	69		
15	81	91	71		
16	90	99	79		
17	93	102		21	
18	94	103			
19	95	104		24	
20	105	114		93	
21				8	8

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Forest Hills

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	20	20	11		
2	22	21			
3	25	24			
4	26	25			
5	27	26	18		
6	30	29	21		
7	31	30			
8	32	31	23		
9	33	32			
10	35	34	26		
11	42	40	33		8
12		60			18
13	54	64	44		
14		77	57		
15	78	88	68		
16	80	90	70		
17	81	91	71		
18	85	94	75		
19		98	78		
20	93	102	92		
21	94	103	83		22
22	95	104	84		
23	100	109			
24		112	91		
25	104	113	92		
26		114	93		

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Heritage

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1		8	5		
2		26	18		
3		30	22		
4	34	33			
5		47	39		
6		68	48		
7		69	49		
8	69	79	59		
9	71	81			
10	80	90	70		
11	81	91	71		
12		94	75		
13		102		21	21
				22	22

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Idlewood

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1		49	41		
2	85	94			
3	27	26			
4	30	29	21		
5	31	30	22		
6		33	25		
7	42	40	33		8
8		48	40		
9	58	68	48		
10		75	55		19
11	66	76	56		
12	67	77	57		
13	68	78	58		
14	72	82	62		
15	91	81	71		
16		103	83		22
17		107	87		
18	103	112			
19	105	114			

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Medlock

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	16	16			
2	20	20			
3	22	21		5	
4	24	23			
5	25	24			
6	26	25	17		
7	27	26	18		
8	28	27	19		
9	29	28	20		
10	30	29	21		
11	31	30			
12	32	31			
13	33	32			
14	34	33			
15	35	34			
16	36	35	27		
17		40	33	8	8
18	48	46			11
19		48	46		
20		60			18
21		65			15
22		66			16
23	59	69			
24	64	74	51		
25	65	75		19	19
26	66	76			
27	67	77			

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Medlock - Page 2

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
28	72	82	62		
29	73	83			
30	74	84			
31	78	88	68		
32		89	69		
33	80	90	70		
34	81	91	71		
35		97			20
36	92	101			
37		104			24
38	107	116			

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Northwoods

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	42	40	33		
2	58	68			
3	59	69			
4		74	54		
5	72	82	62		
6	81	91	71		
7	85	94	75		
8	89	98	78		
9	90	99	79		
10	105	114			
11	98				26

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Sagamore Hills

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	16	16			
2	19	19			
3	20	20	11		
4		40	33	8	8
5		48	40		
6	64	74	54		
7	65	75	55		19
8	72	82	62		
9	81	91	71		
10	93	102			
11	105	114			

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Skyhaven

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	6	6			
2	17	17			
3	18	18			
4	19	19			
5	20	20			
6	27	26	18		
7	30	29	21		
8	31	30			
9	36	35			
10	42	40	33		
11	45	43			
12	50	48			
13	64	74	54		
14	65	75			
15	69	79			
16	72	82	62		
17	73	83			
18	81	91			
19		98	78		
20	90	99	79		
21				2	2
22				28	28

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Tilson

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1		26	18		
2	30	29			
3	33	32			
4	34	33			
5	42	40	33		8
6	47	45			
7	48	46	38		
8	49	47	39		
9		49			12
10		75	55		
11		91	71		
12		97	77		
13		99	79		
14		107	87		
15	105	114	93		

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Toney

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	22	21	13		
2	24	23	15		
3	25	24	16		
4	26	25	17		
5	27	26	18		
6	28	27	19		
7	29	28	20		
8	30	29			
9	31	30	22		
10	32	31	23		
11	33	32	24		
12	34	33	25		
13	35	34	26		
14	36	35	27		
15		40	33	8	8
16		46	38		
17		47	39		
18		48	40		
19		49	41		
20		64	44		
21		74	54		
22		88	68		
23		89	69		
24		91	71		
25		98	78		
26		104	84		

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Toney (Page 2)

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
27		107			26
28	38	118	29		
29				3	3

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Columbia High School

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	22	21			
2		25	17		
3	27	26	18		
4	30	29			
5	36	35	27		
6		40		8	8
7		75	55	19	19
8		82	62		
9	81	91	71		
10		102		21	
11		109		27	27
12				3	3

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Cross Keys High

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	4	4			
2	19	19			
3		35	27		
4		42			9
5	52	60			18
6	54	64	44		
7	58	68	48		
8	59	69	49		
9	65	75	55		19
10		77	57		
11		78	58		
12	79	89	69		
13		94	75		
14	94	103			22
15	96	105			23

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Gordon High School

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	7	7			
2		8	5		
3	11	11	7		
4	26	25			
5	46	44			
6	47	45			
7		47	39		
8	50	48	40		
9	51	49		12	
10	52	60		18	18
11	54	64			
12	55	65			
13		66		16	16
14	64	74	54		
15	65	75	55		19
16	66	76	56		
17	72	82	62		
18		87	67		
19		88	68		
20	79	89	69		
21	80	90	70		
22	81	91	71		
23	83	92			
24	84	93			
25	85	94	75		
26	86	95			
27		98	78		

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Gordon High Page 2

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
28		99	79		
29		102	82		21
30		103	83		22
31	95	104	84		
32	96	105			
33	100	109	90		27
34	103	112			
35	104	113			
36		119		30	
37				3	3
38				9	9
39				6	6
40				28	28

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL HENDERSON HIGH

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	19	19			
2	20	20			
3	22	21	13	5	
4	24	23	15		
5		25	17		
6	27	26	18		
7		27	19		
8	31	30	22		
9	34	33			
10	36	35	27		
11	42	40	33		8
12	49	47	39		
13	52	60			18
14	54	64	44		
15		65	45	15	
16		66		16	
17		74	54		
18		75	55	19	19
19	72	82	62		
20		94	75		
21		98	78		
22		102	82	21	
23		107		26	
24	38	118			
25				24	24

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Kittredge Open Campus

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1.	7	7			
2.	16	16			
3.	20	20	11		
4.	22	21	13		
5.	24	23	15		
6.		26	18		
7.	30	29			
8.	34	33	25		
9.	35	34	26		
10.	36	35	27		
11.	50	48	40		
12.	52	60			18
13.		74	54		
14.	65	75	55		19
15.	72	82	62		
16.	78	88	68		
17.	83	92			
18.	85	94	75		
19.	90	99			
20.	92	101			
21	93	102	82		
22	96	105			
23	98	107			26
24	106	115			
25	21	117			
26	38	118			
27	108	120			

EXHIBIT 17

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

DATA ANALYSIS SHEET

SCHOOL Lakeside High

ASSESSMENT GROUP/INDIVIDUAL

CRITERIA RATED AS NEEDS IMPROVING OR UNSATISFACTORY

	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1.	19	19			
2.	22	21	13		
3.	24	23			
4.		25	17		
5.	30	29			
6.		35	27		
7.	49	47			
8.	65	75	55		19
9.	72	82	62		
10.		88	68		
11.	81	91			
12.	85	94	75		
13.	86	95			
14.	93	102	82		21
15.	64	74	54		
16.	38				30

EXHIBIT 18

COLUMBIA ELEMENTARY

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities	
______	Space is sufficient to meet the needs of the instructional program of the school.	
______	A large open area is available for study.	
______	Wired carrels are provided for listening and viewing.	
______	An informal area is provided for reading and browsing.	
______	Conference rooms are available.	
______	Office space is provided for program planning and related work.	
______	Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	
______	Separate storage area is provided for back issues of periodicals and infrequently used materials.	
______	Flexible space, at least classroom size, is provided for audio and visual presentation.	

EXHIBIT 18

COLUMBIA ELEMENTARY (continued)

Priority	Criteria (Unsatisfactory-- Heeds Imrpoving)	Implementation Plans
	Collections	
______	Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back to five years or more in whatever form is feasible.	
______	The collection includes state, national, and international government documents, which represent important sources of information.	
______	Items in the collection are useful, current, varied in points of view, and easily accessible.	
	Educational Broadcast Radio	
______	A radio with AM-FM receivers, plus a central distribution system is available.	
______	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
______	Typewriters for graphics production	
______	Video cable wiring in each classroom	

EXHIBIT 18
EVANSDALE

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Facilities	
_____	Facilities are provided for production of materials, such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	
	Collections	
_____	Locally-produced slides and transparencies are added to the collection when they meet criteria for quality and need.	
_____	Both commercially-produced and locally-developed materials are considered for inclusion in the collection.	
_____	The collection includes games and toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
_____	Super 8 film production equipment.	
	Operations	
_____	Inexpensive and consumable items can be purchased quickly and without "red tape" at the time of need.	
_____	A variety of instructional material is produced in the local school.	
_____	Locally-produced materials of permanent value are cataloged and circulated from the media center.	
_____	An instrument is devised for determining the effectiveness of the media program.	

EXHIBIT 18

FORREST HILLS

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Personnel	
______	Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program and release professionals to work in the areas of their expertise.	
	Facilities	
______	Conference rooms are available.	
______	Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	
______	Acoustical treatment of wall, floor, and ceiling and sufficient controlled lighting are provided.	
______	Adequate shelving is provided to house the entire collection.	
	Collections	
______	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	

EXHIBIT 18

FORREST HILLS (continued)

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Collections (continued)	
______	Collections include materials produced by students and staff that meet criteria for quality and need.	
______	Typewriters for graphics production	
______	Videotape recorder	
______	Super 8 film production equipment	
	Operations	
______	A designated committee is actively involved in planning the media program.	
______	A variety of instructional material is produced in the local school.	
______	Instruction and training in the use of production equipment is provided for faculty, students, and volunteers.	
______	Locally-produced materials of permanent value are cataloged and circulated from the media center.	
______	Public information programs protect intellectual freedom in the media program by sharing goals and objectives with the community.	

EXHIBIT 18

HERITAGE

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Collections	
______	Opaque projectors	
______	Videotape recorder	
______	Super 8 film production equipment	
	Operations	
______	A variety of instructional material is produced in the local school.	

EXHIBIT 18

IDLEWOOD

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities	
______	Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	
______	Equipment storage is located on a corridor with necessary provisions for security.	
	Collections	
______	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	
______	Selection of video playback and reception equipment provides for standardization of formats to facilitate development of collections of video materials.	
______	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
______	Both commercially-produced and locally-developed materials are considered for inclusion in the collection.	
______	Selection criteria emphasize a high degree of aesthetic appeal that invites handling of the objects in the process of use.	

EXHIBIT 18

IDLEWOOD (continued)

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Collections (continued)	
______	Tactile items are repackaged as necessary to promote convenience, durability, and appeal.	
______	Video cable wiring in each classroom	
______	Super 8 film production equipment	
	Operations	
______	Instruction and training in the use of production equipment is provided for faculty, students, and volunteers.	

EXHIBIT 18

MEDLOCK

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities	
_____	The media center has sufficient space to serve students and faculty with provision for research and reading, group instruction, individual listening and viewing, and production of materials.	
_____	An informal area is provided for reading and browsing.	
_____	Conference rooms are available.	
_____	Office space is provided for program planning and related work.	
_____	Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space.	
_____	Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	
_____	Flexible space, at least classroom size, is provided for audio and visual presentation.	
	Collections	
_____	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	

EXHIBIT 18

MEDLOCK (continued)

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Collections (continued)	
______	A radio with AM-FM receivers, plus a central distribution system is available.	
______	Video cable wiring in each classroom	
______	Typewriters for graphics production	
______	Videotape recorder	
______	Super 8 film production equipment	
______	The media center collection also includes games, models, and sculpture.	

EXHIBIT 18

NORTHWOODS

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Collections	
______	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	
______	Super 8 film production equipment	
______	Video cable wiring in each classroom	
	Operations	
______	A designated committee is actively involved in planning the media program.	
______	Funding and procedures provide for a continuous acquisition of materials and equipment at the time of need.	
______	Inexpensive and consumable items can be purchased quickly and without "red tape" at the time needed.	

EXHIBIT 18

Sagamore Hills

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Personnel	
____	Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program and release professionals to work in the areas of their expertise.	
	Collections	
____	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference	
	Educational Broadcast Radio	
____	A radio with AM-FM receivers, plus a central distribution system is available.	
	Tactile Formats	
____	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
____	Video cable wiring in each classroom	
____	Super 8 film production equipment	

EXHIBIT 18

Sky Haven

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities	
______	Conference rooms are available.	
______	Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	
	Collections	
______	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format and to respond to user preference.	
______	A radio with AM-FM receivers, plus a central distribution system is available.	
______	Video cable wiring in each classroom	
	Operations	
______	Inexpensive and consumable items can be purchased quickly and without "red tape" at the time needed.	

EXHIBIT 18

TILSON

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Collections	
______	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	
______	Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back to five years or more in whatever form is feasible.	
______	Duplicate titles are provided for periodicals in heavy demand.	
	Operations	
______	An instrument is devised for determining the effectiveness of the media program.	

EXHIBIT 18

TONEY

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Facilities	
______	Space is sufficient to meet the needs of the instructional program of the school.	
______	A large open area is available for study.	
______	Wired carrels are provided for listening and viewing.	
______	An informal area is provided for reading and browsing.	
______	Conference rooms are available.	
______	Office space is provided for program planning and related work.	
______	Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space.	
______	Equipment storage is located on a corridor with necessary provisions for security.	
______	Acoustical treatment of wall, floor, and ceiling, and sufficient controlled lighting are provided.	
______	Sufficient number of electrical outlets are available to provide for maximum use of facilities and equipment.	

EXHIBIT 18

TONEY (continued)

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Facilities (continued)	
______	Separate storage area is provided for back issues of periodicals and infrequently used materials.	
______	Adequate shelving is provided to house the entire collection.	
______	Flexible space, at least classroom size, is provided for audio and visual presentation.	
______	The general rating of the FACILITIES area is	
	Collections	
______	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	

EXHIBIT 18

COLUMBIA HIGH

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Facilities	
______	Conference rooms are available.	
______	Flexible space, at least classroom size, is provided for audio and visual presentation.	
	Collections	
______	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
______	Super 8 film production equipment	
______	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to encourage reading.	
	Operations	
______	The media program is explained to students and parents.	

EXHIBIT 18

CROSS KEYS HIGH

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Collections	
_____	Collections include materials produced by students and staff that meet criteria for quality and need.	
_____	Selection of video playback and reception equipment provides for standardization of formats to facilitate development of collections of video materials.	
_____	Video playback equipment is selected to provide for maximum simplicity and error-free operation with a minimum of controls.	
_____	The collection includes games, models, sculpture and specimens chosen to augment the curriculum and to stimulate user interests.	
_____	Cameras and related equipment	
_____	Collections include materials produced by students and staff.	
	Operations	
_____	Instruction and training in the use of production equipment is provided for students and volunteers.	
_____	All instructional materials, print and nonprint, are centrally cataloged and circulated from the media center.	

EXHIBIT 18

GORDON HIGH

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Personnel	
______	Acquires and disseminates information regarding community resources.	
	Collections	
	Pamphlets	
______	The collection includes state, national, and international government documents, which represent important sources of information.	
	Pamphlets	
______	Items in the collection are useful, current, varied in points of view, and easily accessible.	
______	Collections include materials produced by students and staff.	
______	A radio with AM-FM receivers, plus a central distribution system is available.	
	Tactile Formats	
______	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
______	Both commercially-produced and locally-developed materials are considered for inclusion in the collection.	

EXHIBIT 18

GORDON HIGH (continued)

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Collections (continued)	
______	Video cable wiring in each classroom	
______	Cameras and related equipment	
______	Videotape recorder	
______	Super 8 film production equipment	
	Operations	
______	A designated committee is involved in planning the media program.	
______	A variety of instructional material is produced in the local school.	
______	Instruction and training in the use of production equipment is provided for faculty, students, and volunteers.	
______	Locally-produced materials of permanent value are cataloged and circulated from the media center.	
______	Instruction in the use of equipment and preventive maintenance is provided.	

EXHIBIT 18

HENDERSON HIGH

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Facilities	
______	Space is sufficient to meet the needs of the instructional program of the school.	
______	A large open area is available for study.	
______	Conference rooms are available.	
______	Equipment storage is located on a corridor with necessary provisions for security.	
______	Flexible space, at least classroom size, is provided for audio and visual presentation.	
	Collections	
______	Paperback books are purchased to satisfy heavy demands for particular titles to provide less-used titles in an inexpensive format and to respond to user preference.	
______	Duplicate titles are provided for periodicals in heavy demand.	
______	Collections include materials produced by students and staff that meet criteria for quality and need.	
______	Satisfactory condition of materials is assured by a maintenance and distribution system that checks, rewinds, cleans, and repairs each item after use.	

EXHIBIT 18

HENDERSON HIGH (continued)

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Collections (continued)	
____	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
____	Video cable wiring in each classroom	
____	Collections include materials produced by students and staff.	
____	A variety of instructional material is produced in the local school.	

EXHIBIT 18

KITTREDGE OPEN CAMPUS

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Personnel	
____	Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program and release professionals to work in the areas of their expertise.	
	Facilities	
____	Space is sufficient to meet the needs of the instructional program of the school.	
____	A large open area is available for study.	
____	Separate storage area is provided for back issues of periodicals and infrequently used materials.	
____	Adequate shelving is provided to house the entire collection.	
____	Flexible space, at least classroom size, is provided for audio and visual presentation.	
	Collections	
____	Collections include materials produced by students and staff.	
____	The collection includes state, national, and international government documents, which represent important sources of information.	

EXHIBIT 18

KITTREDGE OPEN CAMPUS (continued)

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Collections (continued)	
______	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
______	Video cable wiring in each classroom	
______	Typewriters for graphics production	
	Operations	
______	A designated committee is actively involved in planning the media program.	
______	A variety of instructional material is produced in the local school.	
______	Files are maintained for community resources, agencies, and additional sources of information.	

EXHIBIT 18

LAKESIDE HIGH

Priority	Criteria (Unsatisfactory)	Implementation Plans
	Facilities	
______	Space is sufficient to meet the needs of the instructional program of the school.	
	Collections	
______	A radio with AM-FM receivers, plus a central distribution system is available.	
______	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
______	Video cable wiring in each classroom	
	Operations	
______	A designated committee is actively involved in planning the media program.	
______	A variety of instructional material is produced in the local school.	

EXHIBIT 19

CATEGORY CONVERSION TABLE

Category	Assessment Instrument			
	PRINCIPALS' INSTRUMENT	MEDIA SPECIALISTS' INSTRUMENT	TEACHERS' INSTRUMENT	PARENTS' STUDENTS' INSTRUMENT
PERSONNEL AREA	1 - 21	1 - 20	1 - 12	1 - 4
FACILITIES AREA	22 - 38	21 - 36	13 - 29	5
COLLECTIONS AREA	39 - 82	37 - 91	30 - 72	6 - 19
OPERATIONS AREA	83 -108	92 -120	73 - 95	20 - 30

EXHIBIT 20

COLUMBIA ELEMENTARY

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities	
	Space is sufficient to meet the needs of the instructional program of the school.	SEE ATTACHED PLANS
	A large open area is available for study.	
	Wired carrels are provided for listening and viewing.	
	An informal area is provided for reading and browsing.	
	Conference rooms are available.	
SEE ATTACHED PLANS	Office space is provided for program planning and related work.	
	Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	
	Separate storage area is provided for back issues of periodicals and infrequently used materials.	
	Flexible space, at least classroom size, is provided for audio and visual presentation.	

EXHIBIT 20

COLUMBIA ELEMENTARY (continued)

Priority	Criteria (Unsatisfactory-- Needs Imrpoving)	Implementation Plans
SEE ATTACHED PLANS	Collections	SEE ATTACHED PLANS
	Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back to five years or more in whatever form is feasible.	
	The collection includes state, national, and international government documents, which represent important sources of information.	
	Items in the collection are useful, current, varied in points of view, and easily accessible.	
	Educational Broadcast Radio A radio with AM-FM receivers, plus a central distribution system is available.	
	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
	Typewriters for graphics production	
	Video cable wiring in each classroom	

EXHIBIT 20

LONG RANGE GOALS

Columbia Elementary

1. More space - This alone will correct ten of our problem areas.
2. Improved Vertical File - We have begun work on this project, but it will take several years to bring our file up to what it should be.
3. Video Cable Wiring -
4. Improvement in the overall collection. Much weeding still needs to be done in order to (a) make our collection more current and (b) provide space for the items we are adding.

SHORT RANGE GOALS AND THEIR IMPLEMENTATION - 1975-76

1. More volunteer mothers -
    a. Now have 4 CAPABLE volunteer mothers - each give 3 or 4 hrs. each week- this program will be expanded in cooperation with the PTA teacher's aid committee.
2. Make the Library a meaningful part of each students school experience.
    a. Library Club - 160 students from 5th, 6th, 7th grades - projects related to the Library done on contract basis - Students becoming very imvolved - This will be our way of involving the students in the Ms PEPI Project. Through them more use will be made of the AV equipment we now have.
3. Secure more Local funds.
    a. Allocate additional funds on a yearly basis for library.
4. Encourage faculty to use all of the facilities of the Learning Resource Center.
    a. Thru PTA Committee, a group of volunteer mothers will go to the center on a regular basis. The faculty will be involved thru displays in the Library of samples from the media production room and a slide presentation on the Learning Resource Center.
5. Introduce and/or reinforce Library skills thru Learning Centers in the Library.

EXHIBIT 20

Columbia Elementary

    a. basic skill cards are already in use - students have been very receptive, more centers are planned.

6. Revise and update Community Resource file.

7. Use the new AV equipment more.

    a. Construct centers for teachers and/or students to use as needed.

EXHIBIT 20
EVANSDALE

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities	SEE ATTACHED PLANS
1	Facilities are provided for production of materials, such as lamination, transparency making, tape duplication, photography/ darkroom, and graphics.	
	Collections	
1a	Locally-produced slides and transparencies are added to the collection when they meet criteria for quality and need.	
1b	Both commercially-produced and locally-developed materials are considered for inclusion in the collection.	
1c	The collection includes games and toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
2	Super 8 film production equipment.	
	Operations	
4	Inexpensive and consumable items can be purchased quickly and without "red tape" at the time of need.	
1a	A variety of instructional material is produced in the local school.	
1a	Locally-produced materials of permanent value are cataloged and circulated from the media center.	
3	An instrument is devised for determining the effectiveness of the media program.	

EXHIBIT 20

PRIORITIES AND IMPLEMENTATION PLANS

EVANSDALE

I. Facilities

A. Facilities are our number one priority. To implement this, a regular size classroom will be used. Students, teachers, media specialists, principal and parents will be involved.

B. Locally produced slides and transparencies will be added to the collection when they meet criteria for quality and need.

C. Both commercially produced and locally developed materials will be considered for inclusion in the collection.

D. The collection will include games and toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.

II. Super 8 Film Production

A. Our priority number two is to purchase one Super 8 Camera to be used on an experimental basis to determine value.

B. Other equipment will be purchased dependent upon results.

III. Development of Instrument

A. A committee will be developed to devise an instrument to evaluate the program.

B. The instrument will be used annually by teachers, students, and parents.

IV. Inexpensive and Consumable Materials Purchasing Procedures

A. Review present procedures.

B. Revise present procedures.

EXHIBIT 20

FORREST HILLS

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Personnel	
IV	Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program and release professionals to work in the areas of their expertise.	Short Range - Long Range Classified as # IV only because we have already begun to work in those areas and are meeting immediate needs.
	Facilities	- - - - - - - - - - - - Short Range (By first of Jan.)
I-d	Conference rooms are available.	Contractural services are being provided at this time and hopefully will be completed by January 1st.
I-c	Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	
I-a	Acoustical treatment of wall, floor, and ceiling and sufficient controlled lighting are provided.	
I-b	Adequate shelving is provided to house the entire collection.	
	Collections	- - - - - - - - - - - - Short Range building up to Long Range ('76-'77) Hope to begin in January
III-a	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	

EXHIBIT 20

FORREST HILLS (continued)

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Collections (continued)	Short Range
III - b	Collections include materials produced by students and staff that meet criteria for quality and need.	
III - c	Typewriters for graphics production	Short Range ('76-'77)
III - d	Videotape recorder	Long Range ('79-'80)
III- e	Super 8 film production equipment	"
	Operations	
II - a	A designated committee is actively involved in planning the media program.	Questionnaires to be developed (Now in planning stage)
II - d	A variety of instructional material is produced in the local school.	
II- b	Instruction and training in the use of production equipment is provided for faculty, students, and volunteers.	Questionnaire on how well equipment is utilized, etc. in planning.
II - c	Locally-produced materials of permanent value are cataloged and circulated from the media center.	
II - e	Public information programs protect intellectual freedom in the media program by sharing goals and objectives with the community.	Will be done with Goals for 70's Studies.

EXHIBIT 20

HERITAGE

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Collections	
*	Opaque projectors	* All of these criteria will be implemented as funds become available.
*	Videotape recorder	
*	Super 8 film production equipment	
	Operations	
1	A variety of instructional material is produced in the local school.	1. Miss Franklin, our Media Specialist, is taking a course in Media Production and will be implementing total school-produced media.
2	Instruction and training in use of production equipment for students and volunteers	2. In-service has begun for students in the use of equipment. Teachers and volunteers begin on Nov. 13.
3	Provide staff development programs for teachers in the evaluation, selection, and use of materials and equipment.	3. As new equipment and materials are needed, teachers are involved in their selection and evaluation. In-service will be offered in the utilization of all new equipment and materials.
4	A designated committee will be developed to help plan the media program	4. During the spring of the year a committee comprised of the princip media specialist, teachers, parents, and students will be developed to help plan the media program.

EXHIBIT 20

IDLEWOOD

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities	
Implemented	Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	Relocation of the Reading Tutor freed the work room for production of materials. No immediate need is felt for a dark room. However, there is space in the building that can be converted for this use if interest is shown.
Implemented	Equipment storage is located on a corridor with necessary provisions for security.	The above change made storage space available.
	Collections	
4	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	As an experiment a token collection of paper back books will be ordered this year. These books will be ear-marked for the 7th grade until we see how popular the idea becomes.
4	Selection of video playback and reception equipment provides for standardization of formats to facilitate development of collections of video materials.	The school has recently received a Video Cassette Recorder. Plans are underway for it to be used by teachers in reproducing ETV programs that are aired at inconvenient times. We have been told that the Learning Resources Center will develop a VT cassette collection that will be available to all schools.
1	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	Teachers will be consulted as to which item they wish the Media Center to acquire. It is planned to invest a large percentage of this year's library funds in these items as the Media Center is woefully lacking in realia.
2	Both commercially-produced and locally-developed materials are considered for inclusion in the collection.	The emphasis this year will be upon locally developed materials. Several projects are currently in the process of being produced. It is expected that students will be involv in the planning and production.
3	Selection criteria emphasize a high degree of aesthetic appeal that invites handling of the objects in the process of use.	We feel that this item was listed as "unsatisfactory" because we have not had a collection of "touchable" realia. We believe that when the collection is acquired, this criterion will be satisfied.

EXHIBIT 20

IDLEWOOD (continued)

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Collections (continued)	
3	Tactile items are repackaged as necessary to promote convenience, durability, and appeal.	The above implementation plan also applies to this item.
5	Video cable wiring in each classroom	No immediate plans are underway. However, the possibility of this wiring being done by a commercial cable TV company free of charge is being investigated.
6	Super 8 film production equipment	No immediate need for movie production has been expressed. The purchase of necessary equipment will be considered in the future if interest is evinced.
	Operations	
1	Instruction and training in the use of production equipment is provided for faculty, students, and volunteers.	It is planned to have more in-service instruction for the faculty with demonstrations by teachers who have successfully produced materials. The newly acquired Library Clerk will be attending one or more instructional courses at W. D. Thomson. Much interest has been shown in developing a program for training older students in the use of equipment and production of materials. This possibility will be explored during this school year.

EXHIBIT 20

MEDLOCK

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities #1	1975-76 (In bond referendum)
A	The media center has sufficient space to serve students and faculty with provision for research and reading, group instruction, individual listening and viewing, and production of materials.	
G	An informal area is provided for reading and browsing.	
E	Conference rooms are available.	
D	Office space is provided for program planning and related work.	
B	Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space.	
C	Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	
F	Flexible space, at least classroom size, is provided for audio and visual presentation.	
H	A. V. security storage space	
	Collections #2	
E	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	

EXHIBIT 20

MEDLOCK (continued)

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Collections (continued)	
G	A radio with AM-FM receivers, plus a central distribution system is available.	
A	Video cable wiring in each classroom	(Cable to be installed November 17, 1975.)
D	Typewriters for graphics production	
B	Videotape recorder	(Have one purchased out of local funds--need zoo lens and view finder. Also small unit T. V for video playback.)
F	Super 8 film production equipment	
C	The media center collection also includes games, models, and sculpture.	
#3	Professional library needs to be increased--long range	

EXHIBIT 20

NORTHWOODS

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
SEE ATTACHED PLANS	**Collections**	SEE ATTACHED PLANS
	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	
	Super 8 film production equipment	
	Video cable wiring in each classroom	
	Operations	
	A designated committee is actively involved in planning the media program.	
	Funding and procedures provide for a continuous acquisition of materials and equipment at the time of need.	
	Inexpensive and consumable items can be purchased quickly and without "red tape" at the time needed.	

EXHIBIT 20

Northwoods

Priority	Implementation Plans
1. A Designated committee is actively involved in planning the media program.	A committee of faculty members will be set up immediately
2. Video cable wiring in each classroom.	Efforts will be made to have this done by the county (Long range)
3. Establish a professional library for the use of the faculty.	This is a long range project. the first phases will be begun in the near future.
4. Develop and utilize learning centers in the library.	Some centers are in the process of being developed and will be utilized as soon as possible.
5. Inexpensive and consumable items can be purchased quickly and without red tape at the time needed.	Effort will be made to allot more PTA funds to the library to be used for this purpose.
6. Expand Non-print collection and hardware necessary to utilize these materials.	As much of the library allotment as possible will be used on non-print. As funds are available, additional sound film strip projectors and filmstrip projectors will be purchased. (Long Range).

EXHIBIT 20

Sagamore Hills

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Personnel	
1	Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program and release professionals to work in the areas of their expertise.	A request for clerical help has appeared on the annual report of the media specialist for at least five years.
	Collections	
2	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	We are very anxious to add paperbacks to our collection. Since a fire destroyed the media center in 1974, we have concentrated on starting a collection of hard backs to meet accreditation standards.
	Educational Broadcast Radio	
Implemented	A radio with AM-FM receivers, plus a central distribution system is available.	Our school has an Am-FM radio through our inter-com system. Apparently we have not made our teachers, students, and parents aware of this.
	Tactile Formats	
3	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	A collection of models has been started. We will continue as teachers request additional ones and funds are available. Books and filmstrips have taken priority over games.
4	Video cable wiring in each classroom	Video cable wiring is beyond our reach at this time because the cost is prohibitive.
5	Super 8 film production equipment	Again cost keeps Super 8 film production in the distant future.

EXHIBIT 20

Sky Haven

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities	
4	Conference rooms are available.	
2	Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.	We desire to convert a room that is next door to the Media Center into storage for all AV equipment and a dark room.
	Collections	
3	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format and to respond to user preference.	Long range plans after hard cover collection reaches twelve per student.
6	A radio with AM-FM receivers, plus a central distribution system is available.	Is available, communication to faculty concerning this will be made.
1	Video cable wiring in each classroom	We plan to research the possibility of this.
	Operations	
5	Inexpensive and consumable items can be purchased quickly and without "red tape" at the time needed.	

EXHIBIT 20

TILSON

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
SEE ATTACHED PLANS	Collections	SEE ATTACHED PLANS
	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	
	Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back to five years or more in whatever form is feasible.	
	Duplicate titles are provided for periodicals in heavy demand.	
	Operations	
	An instrument is devised for determining the effectiveness of the media program.	

EXHIBIT 20

TILSON SCHOOL

	Priority	Implementation Plans
	Operations	
1.	An instrument is devised for determining the effectiveness of the media program.	Review ALA Standards and devise an instrument for staff use in evaluating the effectiveness of our media center. Staff will use instrument to evaluate annually.
2.	A listing of software in the media center is provided for the staff.	This listing is being compiled. We hope to have completed it before the end of the school year. New additions will be added through supplements annually.
	Collections	
3.	Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back to five years or more or whatever feasible.	Plastic pamphlet files will be purchased to store back issues of periodicals. The shelves in the conference room will be used for housing the back issues.
4.	Duplicate titles are provided for periodicals in heavy demand.	As funds are provided by the county, periodical lists will be reviewed for periodicals in demand and duplicate titles will be purchased.

EXHIBIT 20

TONEY

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Facilities	
X	Space is sufficient to meet the needs of the instructional program of the school.	We are not able, at the local level, to correct any of the needs listed under Facilities.
X	A large open area is available for study.	
X	Wired carrels are provided for listening and viewing.	
X	An informal area is provided for reading and browsing.	
X	Conference rooms are available.	
X	Office space is provided for program planning and related work.	
X	Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space.	
X	Equipment storage is located on a corridor with necessary provisions for security.	
X	Acoustical treatment of wall, floor, and ceiling, and sufficient controlled lighting are provided.	
X	Sufficient number of electrical outlets are available to provide for maximum use of facilities and equipment.	

EXHIBIT 20

TONEY (continued)

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities (continued)	
X	Separate storage area is provided for back issues of periodicals and infrequently used materials.	
X	Adequate shelving is provided to house the entire collection.	
X	Flexible space, at least classroom size, is provided for audio and visual presentation.	
X	The general rating of the FACILITIES area is	
	Collections	
1	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference.	We will begin to build a collection of paper backs starting with the Fall 1975 book order. First emphasis will be on I-Can-Read type books and Easy Fiction.

EXHIBIT 20

TONEY
Alternate Priorities

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Personnel	
2	Parent volunteer program	Will meet with the P.T.A President to formulate plans for enlisting parent help in the media center.
	Operations	
3	File for Community resources, agencies, and additional sources of information.	Will begin work on this immediately
4	Locally produced materials	Will conduct in-service meetings, locally, to encourage use of the production equipment available.

EXHIBIT 20

COLUMBIA HIGH

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Facilities	
3	Conference rooms are available.	At present the conference room is being used by IMPACT - Program for the Gifted. It is suggested that a portable classroom be used for this program. A request for the portable classroom is being made.
	Flexible space, at least classroom size, is provided for audio and visual presentation.	
	Collections	
	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
	Super 8 film production equipment	
4	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to encourage reading.	Through the P.T.A. Newsletter, members of the P.T.A. will be asked to donate paperbacks to the Center. The P.T.A. will be asked to allocate funds to purchase additional paperbacks. The Center will purchase a display rack to bring to the students' attention the paperbacks already in the Center. Department heads will ask staff members to give students an opportunity to donate titles for the collection. ****************
	Operations	
1	The media program is explained to students and parents.	Special P.T.A. meeting for parents in the Center with groups demonstrating use of all types of materials available and services provided. Orientation program for new students using slide-tape presentation. Handbook for students.
2	Inservice in operation and use of equipment and in production of materials.	The Media Center staff will work with teachers in each department during planning periods (not more than three teachers in any group) Schedule for visit to graphics department at W.D. Thomson.

CROSS KEYS HIGH

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Collections	
Program Priority #4	Collections include materials produced by students and staff that meet criteria for quality and need.	To work on a production area, but need paraprofessional to be able to really produce in this area.
Equipment Priority #3	Selection of video playback and reception equipment provides for standardization of formats to facilitate development of collections of video materials.	
Equipment Priority #3	Video playback equipment is selected to provide for maximum simplicity and error-free operation with a minimum of controls.	Video equipment is third on our list of equipment to purchase.
Program Priority #6	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	Items are available in school. We have plans to have these items cataloged in main card catalog.
Equipment Priority 5&6	Cameras and related equipment	On our priority listing for purchase.
Program Priority #4	Collections include materials produced by students and staff.	Falls in area of production on our priority listing.
	Operations	
Program Priority #4	Instruction and training in the use of production equipment is provided for students and volunteers.	To work on production area under which this item falls.
See 1 & 6 of Program Priority	All instructional materials, print and nonprint, are centrally cataloged and circulated from the media center.	Have implemented a plan for cataloging materials in Media Center. Members of our staff want items already in departments to remain there. High on priority list is purchasing nonprint items for Media Center.

EXHIBIT 20
Cross Keys

MEDIA CENTER RECOMMENDATIONS
ESTABLISHED BY LIBRARY COMMITTEE, NOV. 5, 1975

1. Spend approximately 1/8 of large media budget orders on audio visual materials. This will be supplemented with per pupil money.

2. Buy cassette tapes and production materials such as laminating paper and construction paper.

3. Provide professional collection. Solicit contributions of magazines, professional journals, and college textbooks from teachers.

4. Production area will be set up for dry mounting. Request paraprofessional person to work in production area, as possibilities are limited with present staff and other demands on staff time. (Centralized cataloging would free some staff time for this.)

5. Subject area teachers will work with librarians in preparing bibliographies of materials for use by students to encourage use of media.

6. Have catalog cards for records, tapes, filmstrips, cassettes, games, models, maps, and sculpture listed in main card catalog with notation on card as to where material is housed. Department heads will work up list and business department in consultation with librarian will type cards. These cards will be duplicated at the Thompson Center and returned to Cross Keys where subject headings will be added. (Materials such as tapes in foreign languages which are to be used in that department only will not be listed.) Sheets for information to be listed will be given to department heads.

7. Have listing of equipment in school and location. Sheets for information to be listed will be given to department heads. Specialized equipment such as microscope to be used only in that department will not be listed.

8. Library Committee will meet quarterly to provide direction for media center and to review media center policies.

EQUIPMENT PRIORITIES

1. Seven cassette recorders
2. Two carousel slide projectors with cases
3. Video equipment
4. Eight cassette players
5. 8 mm movie camera and projector
6. 35 mm camera
7. Color television
8. Stereo record player and head phones

Also recommended more extension cords and 3-prong adapters to be bought immediately. Recommended permanently installed screens in classrooms.

EXHIBIT 20

GORDON HIGH

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Personnel	
5	Acquires and disseminates information regarding community resources.	
	Collections	
	Pamphlets	
6	The collection includes state, national, and international government documents, which represent important sources of information.	
	Pamphlets	
7	Items in the collection are useful, current, varied in points of view, and easily accessible.	
12	Collections include materials produced by students and staff.	
Not at this time.	A radio with AM-FM receivers, plus a central distribution system is available.	
	Tactile Formats	
14	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
13	Both commercially-produced and locally-developed materials are considered for inclusion in the collection.	

EXHIBIT 20

GORDON HIGH (continued)

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Collections (continued)	
Later	Video cable wiring in each classroom	
Later	Cameras and related equipment	
Later	Videotape recorder	
Later	Super 8 film production equipment	
	Operations	
8	A designated committee is involved in planning the media program.	
10	A variety of instructional material is produced in the local school.	
4	Instruction and training in the use of production equipment is provided for faculty, students, and volunteers.	
11	Locally-produced materials of permanent value are cataloged and circulated from the media center.	
9	Instruction in the use of equipment and preventive maintenance is provided.	

EXHIBIT 2C

Gordon High

Our broad overall goals are:

1. Supplement and enrich the faculty and students.
2. Develop a format for a more contentuous learning program.

In order to do this, we plan to:

1. Work with students and teachers to put together a book order which will provide pleasure reading for the students and reference material for as many courses as possible.
2. Weed collection of outdated books, materials, and other equipment and of advanced graduate textbooks.
3. Reduce book loss and insure better method of book return.

EXHIBIT 20

HENDERSON HIGH

Priority 1-5 with 1 considere	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Facilities	
5	Space is sufficient to meet the needs of the instructional program of the school.	Additional space coupled with a declining enrollment will make it possible to implement existing expansion plans within the next several months.
3	A large open area is available for study.	Somewhat congested now - Plans to enlarge space will make more open area possible.
2	Conference rooms are available.	Available. Now used for equipment storage but should be available as conference rooms in 1976-77 (see below).
1	Equipment storage is located on a corridor with necessary provisions for security.	This can be corrected in September, 1976, provided the enrollment projection (predictin 150 fewer students) is correct. The room, connecting to the library is available, but a present, it must be used for a classroom.
4	Flexible space, at least classroom size, is provided for audio and visual presentation.	This is a part of our overall planning for next year as a lower enrollment makes it possible.
Priority 1-6 starting with	**Collections**	
1	Paperback books are purchased to satisfy heavy demands for particular titles to provide less-used titles in an inexpensive format and to respond to user preference.	Some additional funds will be allocated to this purpose. Teachers will be asked to make recommendations for purchasing.
4	Duplicate titles are provided for periodicals in heavy demand.	More variety and additional periodicals are deemed preferable at this time rather than duplicates.
6	Collections include materials produced by students and staff that meet criteria for quality and need.	As space is made available (see Facilities se tion above) more opportunities for teacher-student produced materials will be afforded.
3	Satisfactory condition of materials is assured by a maintenance and distribution system that checks, rewinds, cleans, and repairs each item after use.	Additional inservice for teachers in use of machines and materials is planned for inservice days on December 1, 1975 and March 8, 1976.

EXHIBIT 20

HENDERSON HIGH (continued)

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Collections (continued)	
2	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	As PTA or other funds are available purchase of these items will receive high priority. Some funds budgeted for department will be allocated for these materials this and next.
5	Video cable wiring in each classroom	Cablevision installation in library is scheduled for November 18, 1975. Expense and building design prohibits every classroo installation at present.
eliminate	Collections include materials produced by students and staff.	No immediate plans for additional activity.
eliminate	A variety of instructional material is produced in the local school.	No immediate plans for additional activity.
Personnel		
1	Adequate support staff of the media center is provided to perform the essential time-consuming tasks which contribute to the efficient operation of media program, and release professionals to work in the areas of their expertise.	Present allocation of paid staff is short of Accreditation staff policies of Southern Association of Colleges and Schools. Strong recommendation will be made to school system for an additional person, part or full time, to solve this critical problem.

EXHIBIT 20

KITTREDGE OPEN CAMPUS

Priority	Criteria (Unsatisfactory-- Needs Improving)	Implementation Plans
	Personnel	
1	Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program and release professionals to work in the areas of their expertise.	
	Facilities	
3	Space is sufficient to meet the needs of the instructional program of the school.	Plans for alliviating space are to move some 3000 books to another open campus site.
2	A large open area is available for study.	
4	Separate storage area is provided for back issues of periodicals and infrequently used materials.	
5	Adequate shelving is provided to house the entire collection.	
1	Flexible space, at least classroom size, is provided for audio and visual presentation.	
	Collections	
1	Collections include materials produced by students and staff.	
2	The collection includes state, national, and international government documents, which represent important sources of information.	This will receive priority on library orders this year.

EXHIBIT 20

KITTREDGE OPEN CAMPUS (continued)

Priority	Criteria (Unsatisfactory--Needs Improving)	Implementation Plans
	Collections (continued)	
3	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	
4	Video cable wiring in each classroom	
5	Typewriters for graphics production	
	Operations	
3	A designated committee is actively involved in planning the media program.	
1	A variety of instructional material is produced in the local school.	
2	Files are maintained for community resources, agencies, and additional sources of information.	

EXHIBIT 20

LAKESIDE HIGH

Priority	Criteria (Unsatisfactory)	Implementation Plans
	Facilities	
6	Space is sufficient to meet the needs of the instructional program of the school.	Request through capital outlay
	Collections	
4	A radio with AM-FM receivers, plus a central distribution system is available.	Request through county funding
2	The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.	Utilization of per pupil and other funds as available to expand in this area
5	Video cable wiring in each classroom	
	Operations	
3	A designated committee is actively involved in planning the media program.	Establish a committee of faculty members and librarians
1	A variety of instructional material is produced in the local school.	Utilization of per pupil and other funds as available

EXHIBIT 20

ADDITIONAL IMPROVEMNETS IN MEDIA SERVICES FOR THIS YEAR

LAKESIDE

1. To acquire more non print materials
2. To make non print materials more accessible to students
3. To keep students and teachers informed about new materials in the media center
4. To encourage more students to use non print materials in classroom presentations
5. To work closely with new teachers in identifying those students with special needs and interest
6. To work closely with new teachers and encourage them to utilize what is available in the media center through inservice meetings. Example: operation of equipment, mounting pictures, preparing slide presentations and preparing bibliographies of books in their subject areas

LONG RANGE PLANS

1. More floor space
2. Reading area
3. Area for previewing films
4. Enlarge conference room
5. To provide a workroom for students and teachers to prepare materials for classroom use

EXHIBIT 21

December 11, 1975

Memo to: **Principals, Media Specialists**

From: Snell Mills

Reference: January Progress Report

Your efforts in the improvement of school media services are appreciated. Priorities for improvement have been identified and efforts have begun for implementing the improvements. Thank you for the interest you have shown.

During the first part of January, each school will be asked to report what has been done to accomplish its goals. It is understood that all improvements are not completed and that some activities are ongoing in nature. It is expected that by January you will be able to report the details of progress toward each of your priorities.

If you have any additional priorities that you wish to accomplish this year or have long-range plans that you have made since you last reported, these can be included when you complete the progress report which will be sent to you.

At the end of the year, you will have an opportunity to evaluate and report all of the efforts that have been made for improving media services at your school.

I believe that improvement of media services will occur at your school because you have worked together for that purpose this year. Many improvements will when in isolation appear small or insignificant, yet, when coupled with other improvements make a difference that gradually and steadily becomes significant. With your continued pursuit of making your media services better will come a greater opportunity for every member of your staff to do a better job of teaching.

May you have a happy and meaningful holiday.

EXHIBIT 22

January 9, 1976

Memo To: Principals and Librarians

From: Snell A. Mills

Reference: Progress Report

Please complete and return two copies of the enclosed progress report for your school to Wilma Cravey, W. D. Thomson Center by January 20, 1976. The purpose of this report is to communicate concerning the status of the major priorities at this point. In designing the report a limit of five items was set. In some instances you may wish to report on items not included on the report. Include any additional information under comments at the bottom of the report.

After receiving all individual reports, a general report will be prepared so that the results can be shared with all schools. As in the past, no efforts will be made to make comparisons between schools.

If you have any questions, please call Wilma Cravey, Jim Turpin, or me.

Enclosures

EXHIBIT 23

COLUMBIA ELEMENTARY PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. The existing program of adult volunteers in the media center is expanded.	A	B	C	D
2. The media center is a meaningful part of each student's school experience. Give examples of special activities.	A	B	C	D
3. The allocation of local funds for the media center is increased.	A	B	C	D
4. Services from the central Learning Resources Center are used to a greater extent. Please give evidence.	A	B	C	D
5. Students have increased their library skills through the use of learning centers in the media center.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Long-range Plans: ______________________________

EXHIBIT 23

EVANSDALE PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. A learning resource room has been developed as an extension of the media center. Please give evidence.	A	B	C	D
2. Super 8 film equipment has been purchased.	A	B	C	D
3. A committee has been organized to devise an instrument for evaluating the media program. Please give a list of the committee.	A	B	C	D
4. Locally-developed materials are a part of the media collection.	A	B	C	D
5. The present purchasing procedures for the media center have been reviewed and revised.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Long-range Plans: ______________________________

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EXHIBIT 23

FORREST HILLS PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long-range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-up Planned
1. A designated committee is actively involved in planning the media program. Please attach a copy of the questionnaire that has been developed.	A	B	C	D
2. Instruction and training in the use of production equipment is provided for faculty, students, and volunteers. Please attach a copy of the questionnaire that has been developed.	A	B	C	D
3. Locally-produced materials of permanent value are cataloged and circulated from the media center.	A	B	C	D
4. A variety of instructional material is produced in the local school.	A	B	C	D
5. Public information programs share goals and objectives of the media program with the community.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Long-range Plans: ______________________________

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EXHIBIT 23

HERITAGE PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. A variety of instructional material is produced in the local school.	A	B	C	D
2. Provision is made for instruction and training in the use of production equipment for teachers, students, and volunteers. Please attach evidence of inservice programs.	A	B	C	D
3. Provision is made for staff development programs for teachers in the evaluation, selection, and use of materials and equipment. Please attach evidence of the staff development program.	A	B	C	D
4. A committee has been appointed to assist in planning the media program. Please attach a list of the committee.	A	B	C	D
5. Local funds have been allocated for the purchase of new equipment. Please attach evidence.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Long-range Plans: ______________________________

EXHIBIT 23

IDLEWOOD PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. A teacher survey regarding games, models, sculpture, and specimens to be purchased has been conducted. Please attach evidence.	A	B	C	D
2. Instruction and training in the use of production equipment has been provided. Please attach evidence of inservice programs.	A	B	C	D
3. Locally-developed materials are considered for inclusion in the collection. Give examples of some specific projects.	A	B	C	D
4. Paperback books are being used.	A	B	C	D
5. Teachers are using the video cassette recorder.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Long-range Plans: ______________________________

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EXHIBIT 23

MEDLOCK PROGRESS REPORT

Directions:

Circle the appropriate etter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. Provision has been made for video cable wiring in each classroom.	A	B	C	D
2. Equipment for producing materials locally has been purchased. Please give evidence.	A	B	C	D
3. The media center collection has been expanded through the acquisition of games, models, and sculpture.	A	B	C	D
4. Paperback books have been purchased. Please give evidence.	A	B	C	D
5. The collection of professional materials has been expanded.	A	B	C	D

Comments: Continue on back if necessary.

1.

2.

3.

4.

5.

Long-range Plans:

EXHIBIT 23

NORTHWOODS PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long-range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-up Planned
1. A designated committee is actively involved in planning the media program. Please give the names of the committee.	A	B	C	D
2. Provision has been made for video cable wiring in each classroom.	A	B	C	D
3. The collection of professional materials has been expanded.	A	B	C	D
4. Learning centers are being developed and used in the media center. Please give evidence.	A	B	C	D
5. The collection of nonprint material and necessary equipment for utilization of the material has been expanded. Please give evidence.	A	B	C	D

Comments: Continue on back if necessary.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Long-range Plans: ____________________

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EXHIBIT 23
SAGAMORE PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. Additional support staff for the media center is being provided.	A	B	C	D
2. Paperback books are being added to the collection.	A	B	C	D
3. The media center collection includes games, models, and sculpture.	A	B	C	D
4. Plans are being made for providing video cable wiring in each classroom.	A	B	C	D
5. Consideration is being given to purchasing additional production equipment. Please give evidence.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Long-range Plans: ______________________________

EXHIBIT 23

SKY HAVEN PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long-range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-up Planned
1. Plans have been developed for providing video cable wiring in each classroom. Please give evidence of progress.	A	B	C	D
2. Provision has been made for facilities for the local production of materials and storage of audio-visual equipment. Please give evidence.	A	B	C	D
3. Plans for purchasing paperback books are being developed and implemented.	A	B	C	D
4. Consideration is being given to budgeting funds for inexpensive and consumable items needed for the production of instructional materials. Give examples of specific items.	A	B	C	D
5. The radio with AM-FM receivers and the central distribution system are being used for instructional purposes. Please give evidence.	A	B	C	D

Comments: Continue on back if necessary.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Long-range Plans: ____________________

EXHIBIT 23

TILSON PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. An instrument has been devised for evaluating annually the effectiveness of the media center program. Please attach a copy of the instrument.	A	B	C	D
2. Nonprint materials are being cataloged and listed for faculty and students.	A	B	C	D
3. The periodical collection has been organized and arranged for easy access.	A	B	C	D
4. The media center collection is being reviewed, and duplicate items are being acquired in paperback to meet heavy demand. Please give evidence.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Long-range Plans: ______________________________

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EXHIBIT 23

TONEY PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:

	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. With the expansion of the media center a program is being developed that encourages maximum usage by a greater number of students and teachers. Please give evidence.	A	B	C	D
2. A program involving adult volunteers is being organized.	A	B	C	D
3. The community resource file is being developed.	A	B	C	D
4. The use of production equipment is being encouraged, and locally-produced materials are being added to the media center. Please give evidence.	A	B	C	D
5. Paperback books have been added to the media center.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Long-range Plans: ______________________________

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EXHIBIT 23

COLUMBIA HIGH SCHOOL PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. The media program is explained to students and parents. Please give evidence.	A	B	C	D
2. The faculty is given inservice training in the operation and use of equipment and in the production of materials.	A	B	C	D
3. The media center provides facilities for conferences and small group activities.	A	B	C	D
4. The paperback collection is being expanded. Please give evidence.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Long-range Plans: ______________________________

EXHIBIT 23

CROSS KEYS HIGH SCHOOL PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. Nonprint materials are being ordered through the media center budget and the per pupil allotment. Please give evidence.	A	B	C	D
2. Supplies necessary for the local production of instructional materials are being purchased.	A	B	C	D
3. The professional collection is being expanded.	A	B	C	D
4. Subject area teachers are working with the media specialists in preparing bibliographies and encouraging the use of media. Please give evidence.	A	B	C	D
5. Nonprint materials are listed in the main card catalog.	A	B	C	D
6. The media center committee meets quarterly to provide direction and to review media center policies.	A	B	C	D
7. Additional audio visual equipment is being purchased.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Long-range Plans: ______________________________

____

EXHIBIT 23

GORDON HIGH SCHOOL PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long-range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-up Planned
1. Instruction and training in the use of audio-visual equipment is provided for faculty, students, and adult volunteers. Please give evidence.	A	B	C	D
2. A community resources file is being developed.	A	B	C	D
3. Government documents are being added to the media center collection. Please give examples.	A	B	C	D
4. The pamphlet file is being organized and arranged for easy access.	A	B	C	D
5. A media center committee has been designated for assisting in planning the media center program. Please give the names of the committee.	A	B	C	D

Comments: Continue on back if necessary.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Long-range Plans: ____________________

EXHIBIT 23

HENDERSON HIGH SCHOOL PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long-range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-up Planned
1. Additional support staff is being added to the media center. Please explain.	A	B	C	D
2. Funds are being budgeted for purchasing games, models, sculpture, and specimens. Please give evidence.	A	B	C	D
3. Paperback books are being added to the media center collection.	A	B	C	D
4. Inservice training in the use of materials and equipment is provided for the faculty. Please give evidence.	A	B	C	D
5. The periodical collection is being improved. Please explain.	A	B	C	D

Comments;

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Long-range Plans: ______________________________

EXHIBIT 23

KITTREDGE OPEN CAMPUS HIGH SCHOOL PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any item or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. Provision is made for additional support staff for the media center. Please give evidence.	A	B	C	D
2. Facilities are provided for audio-visual presentations.	A	B	C	D
3. The media center collection includes locally-produced materials.	A	B	C	D
4. The media center provides space for study.	A	B	C	D
5. Storage space for back issues of periodicals and infrequently-used materials is provided.	A	B	C	D

Comments: Continue on back if necessary.

1.

2.

3.

4.

5.

Long-range Plans:

EXHIBIT 23

LAKESIDE HIGH SCHOOL PROGRESS REPORT

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided comments for any items or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. Instructional materials are being produced in the media center.	A	B	C	D
2. Plans are being made for purchasing games, models, sculpture, and specimens. Please give evidence.	A	B	C	D
3. A media center committee has been designated to assist in planning the media program.	A	B	C	D
4. Provision is made for a radio with AM-FM receivers and a central distribution system. Please give evidence.	A	B	C	D
5. Plans are being developed for video cable wiring in each classroom. Please explain.	A	B	C	D

Comments: Continue on back if necessary.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Long-range Plans: ______________________________

____

____

____

____

____

EXHIBIT 24

Memo to: Principals/Media Specialists

From: James D. Turpin

Ref: Evaluation of Media Program Study

Enclosed is an instrument to be used to evaluate the Media Program Study that your school participated in during the past year.

Please rate the value of the study by placing an X through the proper numerical value you place on each criterion. Return the completed form to me at Evansdale School by courier no later than January 30, 1976.

Thank you for your participation in the study. Questions may be directed to me by calling 939-1270.

EXHIBIT 24

A MODEL FOR IMPROVING SCHOOL MEDIA CENTERS

Administrators' and Media Specialists' Evaluation

Check One

_____Principal School_________________________

_____Media Specialist

Thank you for your participation in the study to develop a model to pre-assess, to make suggestions for improvement of the inadequacies identified in the pre-assessment, and to post assess media center personnel, facilities, collections, and operations. Please review each criterion and rate its value as it pertained to the media program of your school.

		Low Value				High Value
1.	The participation of your school in the study.	1	2	3	4	5
2.	The principals' assessment instrument.	1	2	3	4	5
3.	The media specialists' assessment instrument.	1	2	3	4	5
4.	The teachers' assessment instrument.	1	2	3	4	5
5.	The parents'-students' assessment instrument.	1	2	3	4	5
6.	The orientation session conducted for principals and media specialists on September 16, 1975.	1	2	3	4	5
7.	The pre-assessment of your media program using the four assessment instruments.	1	2	3	4	5
8.	The work session conducted on October 30, 1975, to interpret the pre-assessment data and plan for the implementation of strategies for improving the media program weaknesses identified.	1	2	3	4	5

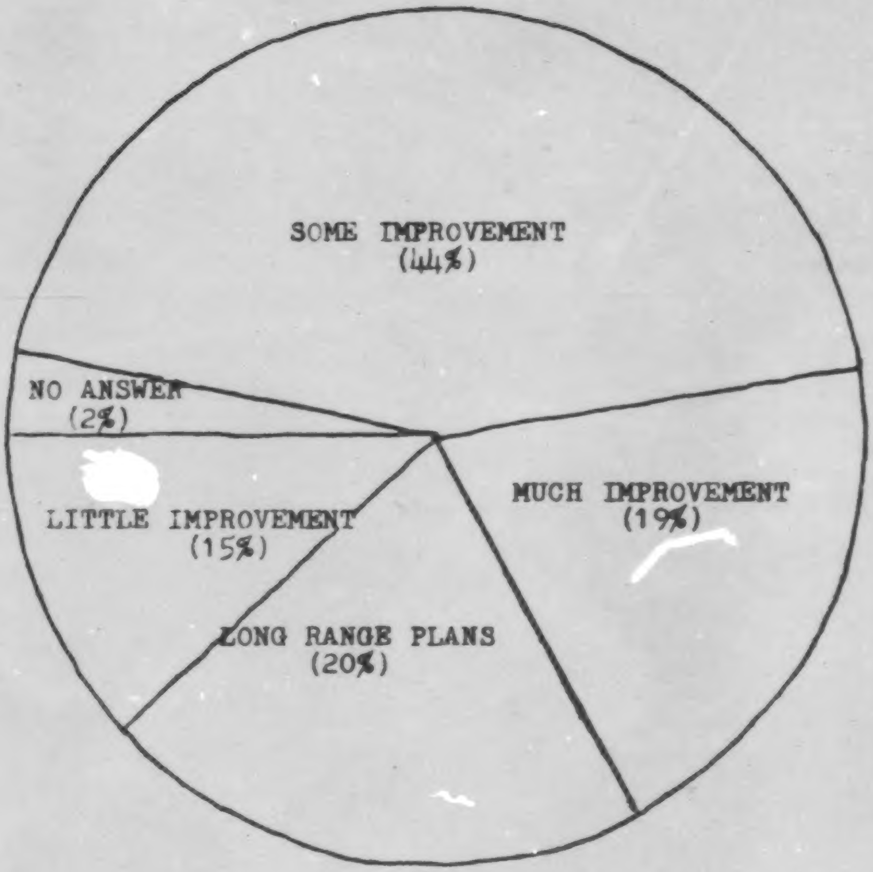
EXHIBIT 24

		Low Value				High Value
9.	The development and implementation of priorities, plans, and goals for improvement of the media program in your school.	1	2	3	4	5
10.	The duplication of the processes (model) by other educators for the purpose of improving the media program in their schools.	1	2	3	4	5

Comments:

EXHIBIT 25

SUMMARY OF IMPROVEMENT OF PARTICIPATING SCHOOLS



IMPROVEMENT MADE BY THE SEVENTEEN PARTICIPATING SCHOOLS IN THE TOP FIVE WEAKNESS PRIORITIES ESTABLISHED FROM PRE-ASSESSMENT DATA

EXHIBIT 26

A COMPARISON OF FREQUENCY OF ACTION TAKEN BY PRIORITIES

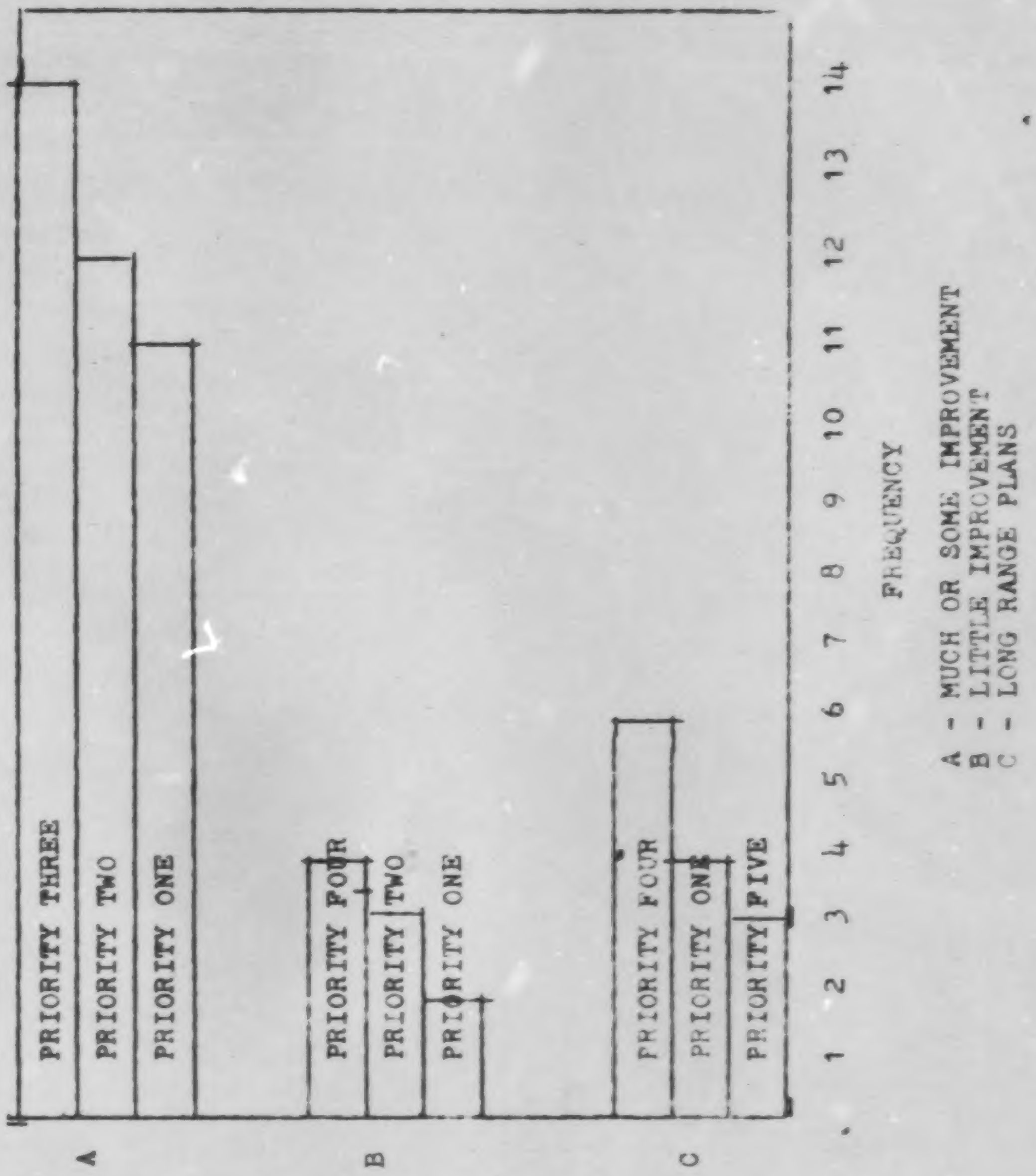


EXHIBIT 27

RESPONSES OF ADMINISTRATOR AND MEDIA SPECIALIST SAMPLE: MEAN VALUE AND RANK

Post Assessment Question	Number	Mean	Rank
1. Participation Value	25	4.28	7.5
2. Principals Assessment Instrument	25	4.44	3.5
3. Media Specialist " "	25	4.28	7.5
4. Teacher " "	25	4.20	9.0
5. Parent-Student " "	25	3.84	10.0
6. Orientation Session	25	4.56	2.0
7. Pre-Assessment of Local Programs	25	4.32	5.0
8. Work Session	25	4.64	1.0
9. Priorities, Plans, Goals	25	4.32	5.0
10. Future Value of Model	25	4.44	3.5

For a detailed list of the questions refer to Exhibit 24. A rating scale with low value of 1 and a high value of 5 was used.

EXHIBIT 28

February 5, 1976

Dr. S. O. Kaylin
Practicums Department
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

A model for improving school media centers has been developed by James D. Turpin. It provides an instrument for assessment as well as a structure and process for implementing changes and improvements in school media services for boys and girls.

I have observed the participants of seventeen schools working in concert with each other and with members of the district staff. The primary common denominator has been an interest in improving media services. The participating schools were not "select" schools; they were large-small, spacious-crowded, black-white, new-old, elementary-high school. The staff was not "select" either; they were young-old, married-single, neophytes-pros. No special consideration was given to any school or person; that is to say all had the same opportunities for improvement that the other eighty-five schools of DeKalb had.

Based on the results achieved by the seventeen participating schools and the attitudes of the persons directly involved in the field testing, I would not only anticipate the continued use of this method for effecting improvement in school media services in DeKalb County schools next year but would recommend that other administrators use it. The strengths of the method are that (1) identification of specific ingredients of school media services is accomplished, (2) each local school staff determines what improvements can and should be made, and (3) alternatives for developing improved services result from interaction with people from other schools.

I wish to commend Mr. Turpin for making possible a better way of guiding educational change at the local school level. Possibly, the most important benefit of participating is that the people who participate are changed.

EXHIBIT 28

Next year additional DeKalb schools will be able to participate and greater person-to-person involvement will be possible because of the nucleus of schools that have used this approach this year.

Sincerely yours,

Snell A. Mills, Jr., Director
Educational Media Department

SAM:hw

Copy to Mr. James D. Turpin

EXHIBIT

February 6, 1976

Dr. S. O. Kaylin
Practicums Department
Nova University
College Avenue
Ft. Lauderdale, Florida 33314

Dear Dr. Kaylin:

I have served as a resource person for the practicum project. "A Model for Improving School Media Centers," which has been field tested in seventeen schools in DeKalb County during the 1975-76 school year.

This model, developed by Mr. James Turpin, has been used as a means to assess and improve school media personnel, facilities, collections, and operations, in those participating schools. Principals, media specialists, parents, teachers, and students were involved in utilizing the pre-assessment instruments. The project team, along with principals and librarians, analyzed data and did much to implement the established priorities. Post assessment and extensive follow-up involving the project team have been accomplished. The final product has been packaged in a manner conducive to further use in our school system.

The use of the model has enabled those seventeen participating schools to focus their attention on their media program's weaknesses and to develop a specific plan to correct them. The conciseness of this material will enable it to be effectively implemented in our system.

Sincerely yours,

Sue Godbey,
Instructional Coordinator

SG:dm

cc: Mr. James Turpin

EXHIBIT 28

January 21, 1976

Dr. S. O. Kaylin
Practicums Department
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

I have served as a Field Test Participant for the practicum project, "A Model for Improving School Media Centers", used in some seventeen of the schools and centers in DeKalb County during the 1975-76 school year. The model was developed and tested by James D. Turpin.

The instrument for evaluation of Library-Media Centers has been tested in the participating schools. Follow-up reports have been submitted to test the effectiveness of the evaluation. Pre-assessment instruments were completed by librarians/media specialists, administrators, parents, teachers, and students. The librarians and administrators were involved in extensive follow-up work with the project team. The results have been packaged in a satisfactory and usuable manner for continued use in the school system.

The model and its accompanying material has great potential for use in the schools of this system and others. The participation in the field testing has caused us to view our media center in a totally different light and to pinpoint areas of concern to the users. I believe that the material is in a form which can be used easily and effectively.

We are indebted to Mr. Turpin and those who assisted in this endeavor. The entire project has been practical, useful, and of the highest calibre.

Sincerely yours,

Frank Campbell,
Principal.

FC/dd

EXHIBIT 28

DEKALB COUNTY BOARD OF EDUCATION

DEKALB COUNTY COURTHOUSE
DECATUR, GA 30030

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Frank B. Jernigan
John W. [illegible]
David Williamson

February 9, 1976

Dr. S. O. Kaylin
Practicums Department
Nova University
College Avenue
Ft. Lauderdale, Florida 33314

Dear Dr. Kaylin:

It is with a great deal of interest that I have observed and participated as a project team member in the development of "A Model for Improving School Media Centers" originated by James D. Turpin, Principal of Evansdale School. The purpose of this model is to provide a method of assessing school media programs, to plan for needed changes, and to provide a method of implementing the needed changes.

During the 1975-1976 school year, Mr. Turpin's model was field tested in eleven elementary and six secondary schools in the DeKalb County School System. Students, parents, teachers, administrators, and media specialists have been actively involved in the program for improving school media centers. Already we have seen significant changes and improvements with the establishment and implementation of priorities in the media programs in seventeen schools.

"A Model for Improving School Media Centers" is now available in packaged form. We foresee further use of the model within the DeKalb School System in the future. Because of the increased interest in user-centered media programs that are based on objectives and possess alternatives, I feel that the model developed and tested in DeKalb County will attract attention in many other school districts.

Yours truly,

(Mrs.) Wilma S. Cravey
Coordinator of Educational Media

WSC:mjb

cc: Mr. James D. Turpin

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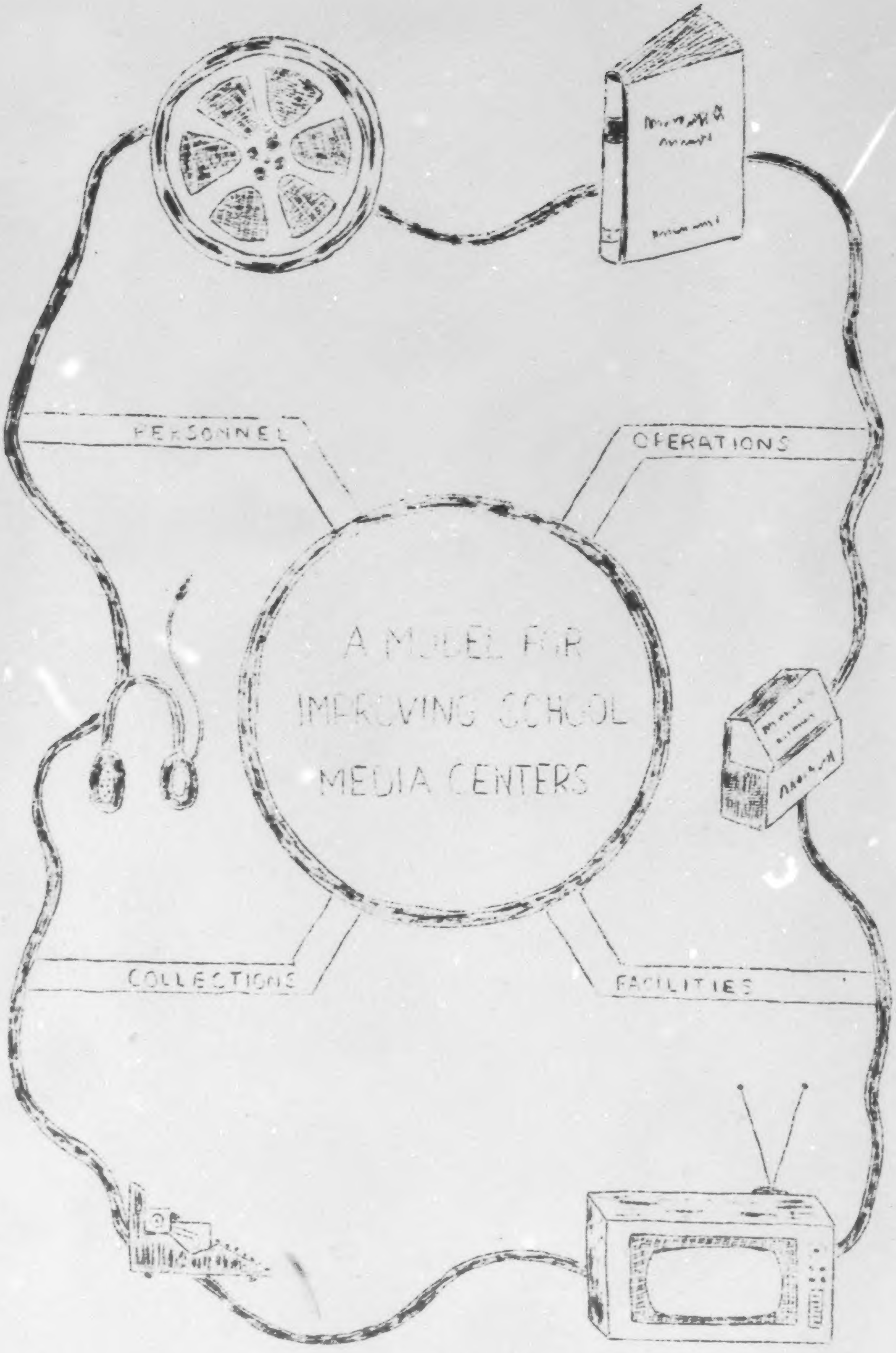
A MODEL FOR IMPROVING SCHOOL MEDIA CENTERS

BY
JAMES D. TURPIN


A MODEL FOR
IMPROVING SCHOOL
MEDIA CENTERS
PERSONNEL
OPERATIONS
COLLECTIONS
FACILITIES

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FOREWORD

As the need for learning materials, equipment, and media services has increased to meet the demands of the many teaching and learning techniques in education, a need for a means to assess and develop plans for improving school media personnel, facilities, collections, and operations has surfaced. A Model for Improving School Media Centers has been developed for use in the DeKalb County, Georgia, Public Schools. It is desirous that this model will make a significant contribution to the improvement of media programs in the DeKalb County, Georgia, schools and to the general field of education.

James D. Turpin
Graduate Student
Nova University

ACKNOWLEDGMENTS

RESOURCE PERSONNEL DEKALB COUNTY, GEORGIA, SCHOOLS

Dr. Snell Mills
Director
Department of Educational Media

Mrs. Wilma Cravey
Coordinator
Department of Educational Media

Mrs. Blanche G. Browne
Media Specialist
Department of Educational Media

Mrs. Dorothy A. Hanson
Coordinator
Department of Educational Media

Mr. Richard E. Cantrell
Audio-Visual Specialist
Department of Educational Media

Mr. Ronald R. Francisco
Director
Department of Informational Systems

Mr. Larry E. Anderson
Supervisor
Department of Informational Systems

Mrs. Sue Godby
Instructional Coordinator
Department of Instruction

Mr. Jeptha Greer
Assistant Superintendent
Instructional Supporting Programs

FIELD TEST PARTICIPANTS DEKALB COUNTY, GEORGIA, SCHOOLS

Mr. Jerrold Schwartz
Mrs. Maurine T. Rootes
Columbia Elementary School

Mr. James D. Turpin
Mrs. Melba Gresham
Evansdale Elementary School

Mr. Kenneth Childers
Mrs. Edith B. Thomas
Forest Hills Elementary School

Mr. James Chivers
Miss Robbie Mae Franklin
Heritage Elementary School

Mr. Jack Lavender
Mrs. Marguerite K. Nolan
Idlewood Elementary School

Mrs. Billie Smith
Mrs. Helen Roberts
Medlock Elementary School

Mr. Sidney B. Horne
Miss Ruth Wright
Northwoods Elementary School

Mr. Mike Neal
Mrs. Marilyn W. Barnes
Sagamore Hills Elementary School

Mr. Cecil Q. Pinkerton
Mrs. Helen H. Ruffin
Sky Haven Elementary School

Mr. Frank Duncan
Mrs. Jacqueline Urquhart
Tilson Elementary School

Mr. Norris Tomlinson
Mrs. Mary B. Davis
Toney Elementary School

Mr. Ernest Hallford
Mrs. Florence H. Bailey
Mrs. Sara D. Murdock
Columbia High School

Mr. Harold Harris
Miss Ann Crabtree
Mrs. Dessa C. Moreland
Cross Keys High School

Mr. Leo Smith
Mrs. Lereader E. West
Mrs. Sharon Garrison
Gordon High School

Dr. Frank Campbell
Mrs. Lucille S. Traylor
Mrs. Frances F. Beard
Henderson High School

Mr. Wesley Hardy
Mr. William Addy
Kittredge Open Campus

Mr. John Kicklighter
Mrs. Jane R. Foster
Mrs. Lillian Furr
Lakeside High School

INTRODUCTION

INTRODUCTION

Media program change has been slow and conducted in a passive manner for years. Change can be encouraged in many ways. Higher education can use their training programs for librarians, administrators, and teachers as a means to encourage change. Betty Fast (1975) suggests that the learner-centered school media program idea is actually revolutionary in today's public schools. She also suggests that the media specialist and the media program lead the way toward change related to the learner-centered school media program.

Media program changes can also be implemented through the assessment, planning, and priority setting process. The model is designed to be used to implement change in the media program of an individual school or school district using the assessment, planning, and priority setting process. Perhaps the model can also make a contribution to the total media education field.

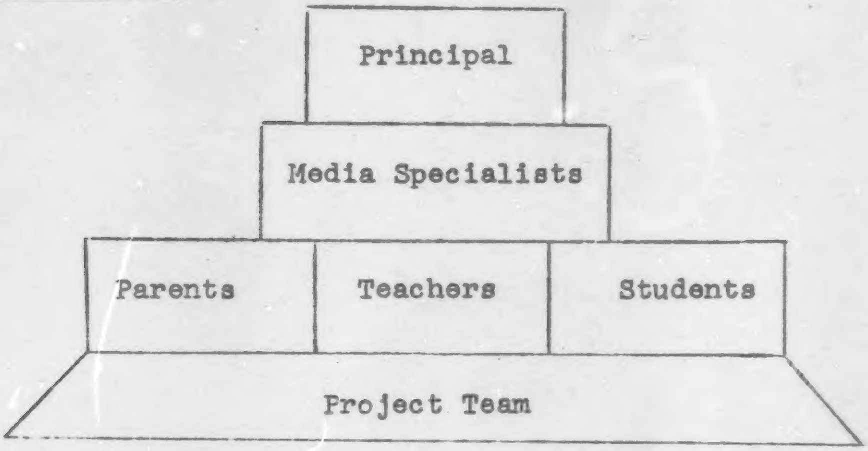
Standards for School Media Programs (1969) suggests that because of the rapidity of change in educational, technological, and other fields national media standards require continuous revision. Based on this suggestion the American Association of School Librarians and the Association for Educational Communications and Technology developed and published Media Programs: District and School (1975). These standards promote media programs that are user-centered, flexible, objective based, and that possess alternatives. These standards as well as Standards for Public Schools of Georgia (1975) and Guide to Evaluation and Accreditation of Schools (1973) were used as resources in the development of the model. The model emphasizes the use of the established media standards discussed for assessment purposes, the establishment of priorities for improvement, and action planning for the implementation of the priorities established.

The purpose of this model is threefold: (1) to provide a method of assessing school media programs, (2) to provide a method of planning needed changes, and (3) to provide a method of implementing the planned changes.

The model is constructed around the four basic components of a media program--personnel, facilities, collections, and operations. The use of students, parents, teachers, administrators, and media specialists is emphasized throughout the model.

Finally, the model was field tested during the 1975-76 school year in eleven elementary and six secondary schools of the DeKalb County, Georgia, Public Schools. Twenty-two media specialists, seventeen princiapls, one hundred forty-nine teachers, thirty-seven parents, and two hundred thirty-two students were involved in the field testing of the model.

STRUCTURE LOCAL SCHOOL LEVEL


Principal
Media Specialists
Parents
Teachers
Students
Project Team

Project Team Activities

1. Assess media program using instrument(s).
2. Collect and analyze results.
3. Establish priorities for improvement.
4. Develop action plan for improvement.
5. Implement action plan for improvement.
6. Follow-up activities--Post Test

Pre-Assessment of Media Program

Each individual/group will pre-assess his/her media program using assessment instrument(s).

Analysis of Pre-Assessment Data

The project team will analyze the data.

Establishing Priorities

The project team members, using pre-assessment data, will establish priorities for improving their program in a work session.

Developing a Plan of Action

Using the priorities established, the project team will develop a plan to implement one or more of their priorities. The project team as individuals or as a group will assist in the development of the implementation plans.

Post Assessment of Media Program

The project team will post assess their media program after implementation of one or more of their priorities using the assessment instrument(s).

Follow-Up

The project team will follow up the final results and make recommendations for the future. Each local school will develop long range plans for improving the school's media program (personnel, collections, operations, and facilities).

PRE-ASSESSMENTS INSTRUMENTS

PRE-ASSESSMENT DIRECTIONS

The following materials are needed:

1. The Library Media Program Assessment Instruments for Media Specialists, Principals, Teachers, and Parents-Students
2. Standard Answer Sheets

Have the following groups/individuals evaluate your media program using the proper instrument.

1. The building principal
2. The building media specialist
3. Random sample twenty-five percent of your teachers. Suggestion: Take every fourth teacher from an alphabetized list.
4. Random sample five parents.
5. Random sample fifteen students.

Specific directions on the use of each instrument are attached to the front of the instrument.

Library-Media Program Evaluation

(Principal)

On the following pages is a list of assessment criteria to be used for assessing the existing conditions of a school library-media center. Please assess the media program of ________________ School.

Directions:

A. READ each assessment criteria carefully.

B. THINK about how well your media program is presently meeting the criteria. (Extremely satisfactory, satisfactory, needs improving, unsatisfactory)

C. MARK your answer on the answer sheet. Write school name on answer sheet.

D. Use only a #2 pencil. Use numbers 1 through 108 on the answer sheet. Write your evaluative statements to numbers 21, 38, 82, and 108 in the space provided. Do not put it on the answer sheet.

Key:

A. Extremely Satisfactory -- Present media program is functioning beyond minimum expectations.

B. Satisfactory -- Present media program is functioning at minimum expectations.

C. Needs Improving -- Present media program is functioning below minimum expectations.

D. Unsatisfactory -- Present media program is functioning at a level that requires some immediate changes.

PERSONNEL

Definition

Personnel for creating and maintaining educational media programs includes the professional staff and the support staff. Realization of the purposes of the media program depends on the quality and extent of the personnel who are employed to implement the media program.

Guiding Principles

Media staff is sufficient in number to provide a full range of media services.

Media professionals, as members of the instructional staff, make instructional decisions within their purview and provide appropriate leadership in the educational process.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

The Media Specialist

1. Plans and administers the school media program working cooperatively with the principal, the district media coordinator, other media staff, and users. A B C D
2. Works with the principal and faculty in planning ways to improve instruction. A B C D
3. Plans and implements media program policies. A B C D
4. Works as a member of curriculum committees, textbook committees, and other instructional groups. A B C D
5. Develops, proposes, and administers budget for the school media program. A B C D
6. Assists with the selection of personnel for the school media program. A B C D
7. Provides staff development programs for media staff and volunteers. A B C D
8. Provides staff development programs for teachers in the evaluation, selection, and use of materials and equipment. A B C D

9. Coordinates the formulation of the school's media selection policy in accordance with district policy. A B C D

10. Coordinates the selection, organization, and distribution of materials and equipment. A B C D

11. Acquires and disseminates information regarding community resources. A B C D

12. Is aware of new educational trends and instructional techniques. A B C D

13. Interprets the school media program to students, faculty, administration, and community. A B C D

14. Develops a climate that encourages students and teachers to take full advantage of the media center and its resources. A B C D

Additional Staff

15. Every school has a full-time media specialist who serves as head of the school media program. A B C D

16. Schools with 20 or more full-time teachers, but fewer than 30, employ at least half-time clerical help in addition to the media specialist. A B C D

17. Schools with 30 or more full-time teachers employ additional media staff. A B C D

18. Schools with 1,000 or more student employ two full-time media specialists and at least one full-time clerk. A B C D

19. Schools with 1,500 or more students employ a fourth staff member. A B C D

20. Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program, and release professionals to work in the areas of their expertise. A B C D

21. The general rating of the Personnel area is A B C D

Write an Evaluative Statement related to the Personnel area

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FACILITIES

Definition

Any area of the building that directly supports and enhances the media program of the school will be considered as media facilities for the purpose of assessment.

Guiding Principles

The head of the school media program is responsible for evaluating facilities for the school media program and makes recommendations to the principal and the director of the district media program.

Planning provides for media program facilities that are appropriate to educational and media program goals and objectives, located for maximum accessibility to users, flexible enough to permit diverse activities and adaptation to changing uses.

Planning involves representatives of all user groups, i.e., media personnel, administrators, teachers, students, et cetera.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

22. Space is sufficient to meet the needs of the instructional program of the school. A B C D

23. Circulation is near main entrance and near reserve collection. A B C D

24. A large open area is available for study. A B C D

25. Wired carrels are provided for listening and viewing. A B C D

26. An informal area is provided for reading and browsing. A B C D

27. Conference rooms are available. A B C D

28. Office space is provided for program planning and related work. A B C D

29. Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space. A B C D

30. Facitlities are provided for production of materials, such as lamination, transparency making, tape duplication, photography/ dark room, and graphics. A B C D

31. Equipment storage is located on a corridor with necessary provisions for security. A B C D

32. Accoustical treatment of wall, floor, and ceiling, and sufficient controlled lighting are provided. A B C D

33. Sufficient number of electrical outlets are available to provide for maximum use of facilities and equipment. A B C D

34. Separate storage area is provided for back issues of periodicals and infrequently used materials. A B C D

35. Adequate shelving is provided to house the entire collection. A B C D

36. Flexible space, at least classroom size, is provided for audio and visual presentation. A B C D

37. The media center has a warm and inviting atmosphere created by displays, materials, and people all of which give the message "use me." A B C D

38. The general rating of the Facilities area is A B C D

Write an Evaluative Statement related to the Facilities area

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COLLECTIONS

Definition

The media collection is composed of instructional materials and equipment which provide the primary means for teaching, learning, and interest fulfillment. The collection is available when the school opens.

Guiding Principles

The media collection is developed and expanded on a planned basis.

Collections are reevaluated continuously to insure that they remain current and responsive to user needs.

Selection of materials is guided by a selection policy formulated by media staff, administrators, faculty, and students.

Materials and equipment are evaluated prior to purchase by use of reliable evaluative selection tools and by first-hand examination, wherever possible.

Organization and arrangement make the collection easily accessible to users.

The collection contains the necessary variety of materials which gives the user opportunity to grow in ability to make choices, compare ideas, and discover new interests.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

Print Materials

Books

39. The collection contains a variety of print and nonprint materials. A B C D

40. Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format. A B C D

41. Sufficient duplication titles are provided to satisfy demands. A B C D

42. Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preferences. A B C D

43. The collection includes a minimum of 10 books per child. A B C D

44. The media staff obtains for users additional items from the district center and other sources. A B C D

45. Current professional materials for faculty and staff use are a part of the collection. A B C D

Periodicals and Newspapers

46. The collection supports the curriculum, caters to the interests of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers. A B C D

47. Appropriate indexes are provided for magazine and newspaper holdings. A B C D

48. Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back for five years or more in whatever form is feasible. A B C D

49. Duplicate titles are provided for periodicals in heavy demand. A B C D

Pamphlets

50. The collection includes state, national, and international government documents, which represent important sources of information. A B C D

51. Items in the collection are useful, current, varied in points of view, and easily accessible. A B C D

Visual Materials

52. Locally-produced slides and transparencies are added to the collection when they meet criteria for quality and need. A B C D

16mm and Super 8mm Sound Films, Videotapes, and Television Reception

53. Requests for materials from the district center are met 90% of the time. A B C D

54. Collections include materials produced by students and staff that meet criteria for quality and need. A B C D

55. Satisfactory condition of materials is assured by a maintenance and distribution system that checks, rewinds, cleans, and repairs each item after use. A B C D

56. Collections are evaluated continuously to identify materials requiring replacement and to withdraw obsolete items. A B C D

57. Equipment selection emphasizes adequacy and reliability of equipment and availability of servicing and repairing, as well as availability of spare parts. A B C D

58. Selection of video playback and reception equipment provides for standardization of formats to facilitate development of collections of video materials. A B C D

59. Video playback equipment is selected to provide for maximum simplicity and error-free operation with a minimum of controls. A B C D

60. Selection of 16mm projectors is based on specific criteria related to the intended use of the equipment. Choice between self-threading and manual-threading projectors takes into account convenience of use and ease of operation. A B C D

Auditory Formats

Tape Recorders and Record Players

61. In choice of format(s) and equipment, consideration is given to ease of use, compatibility of equipment, availability of materials, and ability to duplicate and produce recordings locally. A B C D

62. Blank tapes are provided for production of recordings by users and staff. A B C D

63. Equipment is selected carefully to insure accurate, high quality reproduction of the original sound. A B C D

Educational Broadcast Radio

64. A radio with AM-FM receivers plus a central distribution system is available. A B C D

Tactile Formats

65. The collection includes games and toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests. A B C D

66. Both commercially-produced and locally-developed materials are considered for inclusion in the collection. A B C D

67. Selection criteria emphasize a high degree of aesthetic appeal that invites handling of the objects in the process of use. A B C D

68. Tactile items are repackaged as necessary to promote convenience, durability, and appeal. A B C D

Miscellaneous Equipment

Access to the following items is provided:

69. Opaque projectors A B C D

70. Projector carts with height appropriate to type of equipment A B C D

71. Projection screens 60" X 60" A B C D

72. Video cable wiring in each classroom A B C D

73. Copying machine A B C D

74. Duplication machines A B C D

75. Dry mount press A B C D

76. Paper cutters A B C D

77. Transparency makers A B C D

78. Typewriters for graphics production A B C D

79. Cameras and related equipment A B C D

80. Videotape recorder A B C D

81. Super 8 film production equipment A B C D

82. The general rating of the Collections area is A B C D

Write an Evaluative Statement related to the Collections area

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OPERATIONS

Definition

Operation of the media program includes planning, budget, purchasing, production access and delivery systems, maintenance, public information and program evaluation.

Guiding Principles

Planning

The media program reflects, supports, and also helps to determine the goals and objectives of the educational program of which it is an integral part.

Planning for the program is based on users' needs and interests and involves the setting of priorities within program objectives.

Planning is a cooperative and continuous process involving administrators, faculty, students, and community members as appropriate.

Budget

The head of the building media program works with the principal in creating budget recommendations based on program goals and objectives.

Budget provisions are made for replacement of worn materials unsuitable for repair and of items of equipment for which maintenance costs exceed replacement costs.

Purchasing

Purchasing policies and procedures provide for acquisition of materials, equipment, and supplies at the time of need, including items required on short notice.

Centralized purchasing is used wherever it best serves the goals of the total educational program.

Purchasing policies encourage rather than restrict convenience in purchasing inexpensive consumable items at both school and district levels.

Purchasing policies and procedures provide for evaluation of materials and equipment prior to purchase.

Production

Local production of materials encourages the creation, adaptation, duplication, and use of materials not readily or economically available elsewhere.

The production program supports the curriculum and applies knowledge of teaching/learning and communication processes.

Policies for the production program recognize copyright laws and guard against their violation.

Access and Delivery

Access and delivery systems provide for efficient acquisition, organization, and circulation of materials and equipment to users.

Access to information sources beyond the school and the district is provided by such means as cooperative arrangements with community agencies.

Maintenance

All types of materials and equipment are inspected periodically to prevent, detect, and repair damage.

A program of systematic preventive maintenance is provided for equipment.

Worn, damaged, and obsolete items are systematically replaced.

Public Information

Public information and public relations are considered in all areas of media program operations and are provided on a continuing basis.

Provisions for collection and analysis of data on the media program are based on the utility of the data for program evaluation and public information purposes.

Program Evaluation

Effective planning for media program rests upon adequate and continuous evaluation of program elements involving both staff and users.

Evaluations conducted by persons or groups outside the school district contribute additional information and insights for program improvement.

District level planning includes all schools and instructional units and each provides necessary information needed for district planning.

PLANNING

Assessment Criteria

83. A systematic plan is used to establish both short and long-range goals of the media program. A B C D

84. Priorities are established within program objectives. A B C D

85. A designated committee is actively involved in planning the media program. A B C D

86. The media staff provides information requested for planning at the district level. A B C D

BUDGET

Assessment Criteria

87. A media program budget is prepared annually. A B C D

88. Adequate funds for new and replacement acquisitions are provided annually to support the basic priorities of the media program. These may include per pupil, federal project funds, PTA, library allotment, or other funds including capital outlay. A B C D

PURCHASING

Assessment Criteria

89. Funding and procedures provide for a continuous acquisition of materials and equipment at the time of need. A B C D

90. Inexpensive and consumable items can be purchased quickly and without "red tape" at the time of need. A B C D

91. Purchases are made after personal evaluations or consulting professional reviews. A B C D

92. Purchasing procedures provide for all allotted monies to be completely spent and not lost because vendor cannot make delivery. A B C D

PRODUCTION

Assessment Criteria

93. A variety of instructional material is produced in the local school. A B C D

94. Instruction and training in the use of production equipment is provided for faculty, students, and volunteers. A B C D

95. Locally-produced materials of permanent value are cataloged and circulated from the media center. A B C D

ACCESS AND DELIVERY

Assessment Criteria

96. All instructional materials, print and non-print, are centrally cataloged and circulated from the media center. A B C D

97. The media staff circulates and inventories all media program equipment. A B C D

98. Files are maintained for community resources, agencies, and additional sources of information. A B C D

MAINTENANCE

99. Equipment is kept in good repair. A B C D

100. Instruction in the use of equipment and preventive maintenance is provided. A B C D

PUBLIC RELATIONS

Assessment Criteria

101. An active public relations program is pursued. A B C D

102. A prompt response is given to requests by the district staff for information and reports. A B C D

103. A well-planned program interprets the role and the accomplishments of the media program to the school and the community. A B C D

104. Public information programs protect intellectual freedom in the media program by sharing goals and objectives with the community. A B C D

PROGRAM EVALUATION

Assessment Criteria

105. An instrument is devised for determining the effectiveness of the media program. A B C D

106. Periodic evaluations are sent to the district coordinator of media services. A B C D

107. The local media staff participates in the evaluation of materials and services at the district level. A B C D

108. The general rating of the Operations area is A B C D

Write an Evaluative Statement related to the Operations area

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LIBRARY-MEDIA PROGRAM EVALUATION

(Media Specialists)

On the following pages is a list of assessment criteria to be used for assessing existing conditions of a school media center. Please assess your media program using the attached instrument.

Directions

A. READ each assessment criteria carefully.

B. THINK about how well your media program is presently meeting the criteria. (extremely satisfactory, satisfactory, needs improving, unsatisfactory)

C. MARK your answer on the answer sheet. Write the school's name on the answer sheet. Use only a No. 2 pencil. Use numbers 1 through 120 on the answer sheet.

Key

A. Extremely Satisfactory--Present media program is functioning beyond minimum expectations.

B. Satisfactory--Present media program is functioning at minimum expectations.

C. Needs Improving--Present media program is functioning below minimum expectations.

D. Unsatisfactory--Present media program is functioning at a level that requires some immediate changes.

PERSONNEL

Guiding Principles

Media professionals, as members of the instructional staff, make instructional decisions within their purview and provide appropriate leadership in the educational process.

Staff is sufficient in number to provide a full range of media services.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

The media specialist

1. Plans and administers the school media program working cooperatively with the principal, the district media coordinator, other media staff, and users. A B C D
2. Works with the principal and faculty in planning ways to improve instruction. A B C D
3. Plans and implements media program policies. A B C D
4. Works as a member of curriculum committees, textbook committees, and other instructional groups. A B C D
5. Develops, proposes, and administers budget for the school media program. A B C D
6. Assists with the selection of personnel for the school media program. A B C D
7. Provides staff development programs for media staff and volunteers. A B C D
8. Provides staff development programs for teachers in the evaluation, selection, and use of materials and equipment. A B C D

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

9. Coordinates the formulation of the school's media selection policy in accordance with district policy. A B C D

10. Coordinates the selection, organization, and distribution of materials and equipment. A B C D

11. Acquires and disseminates information regarding community resources. A B C D

12. Is aware of new educational trends and instructional techniques. A B C D

13. Interprets the school media program to students and teachers to take full advantage of the media center and its resources. A B C D

14. Develops a climate that encourages students and teachers to take full advantage of the media center and its resources. A B C D

Additional Staff

15. Every school has a full-time media specialist who serves as head of the school media program. A B C D

16. Schools with 20 or more full-time teachers, but fewer than 30, employ at least half-time clerical help in addition to the media specialist. A B C D

17. Schools with 30 or more full-time teachers employ additional media staff. A B C D

18. Schools with 1,000 or more students employ two full-time media specialists and at least one full-time clerk. A B C D

19. Schools with 1,500 or more students employ a fourth staff member. A B C D

20. Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program, and release professionals to work in the areas of their expertise. A B C D

FACILITIES

Guiding Principles

The head of the school media program is responsible for evaluating facilities for the school media program and makes recommendations to the principal and the director of the district media program.

Planning involves representatives of all user groups, i.e., media personnel, administrators, teachers, students, et cetera.

Planning provides for media program facilities that are appropriate to educational and media program goals and objectives, located for maximum accessibility to users, flexible enough to permit diverse activities and adaptation to changing uses.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

21. Space is sufficient to meet the needs of the instructional program of the school. A B C D

22. Circulation is near main entrance and near reserve collection. A B C D

23. A large open area is available for study. A B C D

24. Wired carrels are provided for listening and viewing. A B C D

25. An informal area is provided for reading and browsing. A B C D

26. Conference rooms are available. A B C D

27. Office space is provided for program planning and related work. A B C D

28. Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space. A B C D

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

29. Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/dark room, and graphics. A B C D

30. Equipment storage is located on a corridor with necessary provisions for security. A B C D

31. Accoustical treatment of wall, floor, and ceiling and sufficient controlled lighting are provided. A B C D

32. Sufficient number of electrical outlets are available to provide for maximum use of facilities and equipment. A B C D

33. Separate storage area is provided for back issues of periodicals and infrequently used materials. A B C D

34. Adequate shelving is provided to house the entire collection. A B C D

35. Flexible space, at least classroom size, is provided for audio and visual presentation. A B C D

36. The media center has a warm and inviting atmosphere created by displays, materials, and people all of which give the message "use me." A B C D

COLLECTIONS

Guiding Principles

The media collection is developed and expanded on a planned basis.

Selection of materials is guided by a selection policy formulated by media staff, administrators, faculty, and students.

Materials and equipment are evaluated prior to purchase by use of reliable evaluative selection tools and by firsthand examination, wherever possible.

Collections are re-evaluated continuously to insure that they remain current and responsive to user needs.

Organization and arrangement make the collection easily accessible to users.

The collection contains the necessary variety of materials which gives the user opportunity to grow in ability to make choices, compare ideas, and discover new interests.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

ALL PRINT AND NONPRINT ITEMS ARE SUFFICIENT TO INSURE SATISFACTION OF 90 PERCENT OF INITIAL REQUESTS.

Print Materials

Books

37. The collection contains a variety of print and nonprint materials. A B C D

38. Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format. A B C D

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

39. Sufficient duplication titles are provided to satisfy demands. A B C D

40. Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preferences. A B C D

41. The collection includes a minimum of 10 books per child. A B C D

42. The media staff obtains for users additional items from the district center and other sources. A B C D

43. Current professional materials for faculty and staff use are a part of the collection. A B C D

Periodicals and Newspapers

44. The collection supports the curriculum, caters to the interests of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers. A B C D

45. Appropriate indexes are provided for magazine and newspaper holdings. A B C D

46. Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back for five years or more in whatever form is feasible. A B C D

47. Duplicate titles are provided for periodicals in heavy demand. A B C D

Pamphlets

48. The collection includes state, national, and international government documents, which represent important sources of information. A B C D

49. Items in the collection are useful, current, varied in points of view, and easily accessible. A B C D

50. Persons or organizations responsible for the publication are clearly identified on items included in the collection. A B C D

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

51. Free and inexpensive materials, selected with care, are included as appropriate. Simplified order procedures permit rapid acquisition of free and inexpensive materials. A B C D

52. The collection is re-evaluated periodically and outdated, irrelevant materials are discarded. A B C D

Microforms

53. Consideration is given to the use of microforms for back issues of periodicals and other primary source materials. A B C D

54. Provisions for appropriate indexing, storage, and equipment are made to insure easy and dependable retrieval of items in microform formats. A B C D

55. Equipment selection is based on quality of image reproduction, ease of operation, and durability. A B C D

Visual Materials

Filmstrips

56. Filmstrips meet accepted criteria for accuracy and scope of content, organization, and technical qualities. A B C D

57. Sound filmstrips selected for the collection have appropriate relationships between visual and auditory content. A B C D

58. Packaging of the filmstrip(s) and related materials is convenient for effective use and storage. A B C D

Slides and Transparencies

59. Slides and transparencies are evaluated carefully for accuracy and technical qualities, including color, mounting, and (in the case of art slides) fidelity to the original. A B C D

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

60. Locally-produced slides and transparencies are added to the collection when they meet criteria for quality and need. A B C D

Graphics: Posters, Art, and Study Print

61. The collection includes examples of varied reproduction processes. A B C D

62. Consideration is given to appropriate processing and storage of materials in fragile formats by such means as laminating, mounting, or framing items. A B C D

16mm and Super 8mm Sound Films, Videotapes, and Television Reception

63. Requests for materials from the district center are met 90 percent of the time. A B C D

64. Collections include materials produced by students and staff that meet criteria for quality and need. A B C D

65. Satisfactory condition of materials is assured by a maintenance and distribution system that checks, rewinds, cleans, and repairs each item after use. A B C D

66. Collections are evaluated continuously to identify materials requiring replacement and to withdraw obsolete items. A B C D

67. Equipment selection emphasizes adequacy and reliability of equipment and availability of servicing and repair, as well as availability of spare parts. A B C D

68. Selection of video playback and reception equipment provides for standardization of formats, to facilitate development of collections of video materials. A B C D

69. Video playback equipment is selected to provide for maximum simplicity and error-free operation with a minimum of controls. A B C D

A. Extremely Satisfactory   C. Needs Improving
B. Satisfactory   D. Unsatisfactory

70. Selection of 16mm projectors is based on specific criteria related to the intended use of the equipment. Choice between self-threading and manual-threading projectors takes into account convenience of use and ease of operation. A B C D

Auditory Formats

Tape Recorders and Record Players

71. In choice of format(s) and equipment consideration is given to ease of use, compatibility of equipment, availability of materials, and ability to duplicate and produce recordings locally. A B C D

72. Blank tapes are provided for production of recordings by users and staff. A B C D

73. Equipment is selected carefully to insure accurate, high quality reproduction of the original sound. A B C D

Educational Broadcast Radio

74. A radio with AM-FM receivers plus a central distribution system is available. A B C D

Tactile Formats

75. The collection includes games and toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests. A B C E

76. Both commercially-produced and locally-developed materials are considered for inclusion in the collection. A B C D

77. Selection criteria emphasize a high degree of aesthetic appeal that invites handling of the objects in the process of use. A B C D

78. Tactile items are repackaged as necessary to promote convenience, durability, and appeal. A B C D

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

Miscellaneous Equipment

Access to the following items is provided:

79. Opaque projectors A B C D

80. Projector carts with height appropriate to type of equipment A B C D

81. Projection screens 60" by 60" A B C D

82. Video cable wiring in each classroom A B C D

83. Copying machine A B C D

84. Duplication machines A B C D

85. Dry mount press A B C D

86. Paper cutters A B C D

87. Transparency makers A B C D

88. Typewriters for graphics production A B C D

89. Cameras and related equipment A B C D

90. Videotape recorder A B C D

91. Super 8 film production equipment A B C D

OPERATION OF THE MEDIA PROGRAM

Planning

Guiding Principles

The media program reflects, supports, and also helps to determine the goals and objectives of the educational program of which it is an integral part.

Planning for the program is based on users' needs and interests and involves the setting of priorities within program objectives.

Planning is a cooperative and continuous process involving administrators, faculty, students, and community members as appropriate.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

92. A systematic plan is used to establish both short and long-range goals of the media program. A B C D

93. Priorities are established within program objectives. A B C D

94. A designated committee is actively involved in planning the media program. A B C D

95. The media staff provides information requested for planning at the district level. A B C D

Budget

Guiding Principles

The head of the building media program works with the principal in creating budget recommendations based on program goals and objectives.

Budget provisions are made for replacement of worn materials unsuitable for repair and of items of equipment for which maintenance costs exceed replacement costs.

A.	Extremely Satisfactory	C.	Needs Improving
B.	Satisfactory	D.	Unsatisfactory

Assessment Criteria

96. A media program budget is prepared annually. A B C D

97. Adequate funds for new and replacement acquisitions are provided annually to support the basic priorities of the media program. These may include per pupil, federal project funds, PTA, library allotment or other funds including capital outlay. A B C D

Purchasing

Guiding Principles

Centralized purchasing is used wherever it best serves the goals of the total educational program.

Purchasing policies and procedures provide for acquisition of materials, equipment, and supplies at the time of need, including items required on short notice.

Purchasing policies encourage rather than restrict convenience in purchasing inexpensive consumable items at both school and district levels.

Purchasing policies and procedures provide for evaluation of materials and equipment prior to purchase.

Assessment Criteria

98. Funding and procedures provide for a continuous acquisition of materials and equipment at the time of need. A B C D

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

99. Inexpensive and consumable items can be purchased quickly and without "red tape" at the time of need. A B C D

100. Purchases are made after personal evaluations or consulting professional reviews. A B C D

101. Purchasing procedures provide for all allotted monies to be completely spent and not lost because vendor cannot make delivery. A B C D

Production

Guiding Principles

Local production of materials encourages the creation, adaptation, and duplication of materials not readily or economically available elsewhere.

The production program supports the curriculum and applies knowledge of teaching/learning processes.

Policies for the production program recognize copyright laws and guard against their violation.

Assessment Criteria

102. A variety of instructional material is produced in the local school. A B C D

103. Instruction and training in the use of production equipment is provided for faculty, students, and volunteers. A B C D

104. Locally-produced materials of permanent value are cataloged and circulated from the media center. A B C D

Access and Delivery

Guiding Principles

Access and delivery systems provide for efficient acquisition, organization, and circulation of materials and equipment to users.

A.	Extremely Satisfactory	C.	Needs Improving
B.	Satisfactory	D.	Unsatisfactory

Access to information sources beyond the school and the district is provided by such means as cooperative arrangements with community agencies.

Assessment Criteria

105. All instructional materials, print, and nonprint, are centrally cataloged and circulated from the media center. A B C D

106. The media staff circulates and inventories all media program equipment. A B C D

107. Files are maintained for community resources, agencies, and additional sources of information. A B C D

Maintenance

Guiding Principles

All types of materials and equipment are inspected periodically to prevent, detect, and repair damage.

A program of systematic preventive maintenance is provided for equipment.

Worn, damaged, and obsolete items are systematically replaced.

Assessment Criteria

108. Equipment is kept in good repair. A B C D

109. Instruction in the use of equipment and preventive maintenance is provided. A B C D

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Public Information

Guiding Principles

Public information and public relations are considered in all areas of media program operations and are provided on a continuing basis.

Provisions for collection and analysis of data on the media program are based on the utility of the data for program evaluation and public information purposes.

Assessment Criteria

110. An active public relations program is pursued. A B C D

111. A prompt response is given to requests by the district staff for information and reports. A B C D

112. A well-planned program interprets the role and the accomplishments of the media program to the school and the community. A B C D

113. Public information programs protect intellectual freedom in the media program by sharing goals and objectives with the community. A B C D

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Program Evaluation

Guiding Principles

Effective planning for media program rests upon adequate and continuous evaluation of program elements involving both staff and users.

Evaluations conducted by persons or groups outside the school district contribute additional information and insights for program improvement.

District level planning includes all schools and instructional units and each provides necessary information needed for district planning.

Assessment Criteria

114. An instrument is devised for determining the effectiveness of the media program. A B C D

115. Periodic evaluations are sent to the district coordinator of media services. A B C D

116. The local media staff participates in the evaluation of materials and services at the district level. A B C D

117. A general rating of the Personnel area is A B C D

118. A general rating of the Facilities area is A B C D

119. A general rating of the Collections area is A B C D

120. A general rating of the Operations area is A B C D

LIBRARY-MEDIA PROGRAM EVALUATION

(Teachers)

On the following pages is a list of assessment criteria to be used for assessing existing conditions of a school media center. Please assess your school's media program using the attached instrument.

Directions:

A. READ each assessment criteria carefully.

B. THINK about how well your media program is presently meeting the criteria. (Extremely Satisfactory, Satisfactory, Needs Improving, Unsatisfactory)

C. MARK your answer on the answer sheet. Write the school name on the answer sheet. Use only a No. 2 pencil. Use numbers 1 through 95 on the answer sheet. Write your evaluative statement to numbers 12, 29, 72, and 95 on the instrument in the space provided. DO NOT write it on the answer sheet.

Key:

A. Extremely Satisfactory--Present media program is functioning beyond minimum expectations.

B. Satisfactory--Present media program is functioning at minimum expectations.

C. Needs Improving--Present media program is functioning below minimum expectations.

D. Unsatisfactory--Present media program is functioning at a level that requires immediate changes.

School Name ______________________________

PERSONNEL

Definition

Personnel for creating and maintaining educational media programs include the professional staff and the support staff. Realization of the purposes of the media program depends on the quality and extent of the personnel who are employed to implement the media program.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

The media Specialist

1. Plans and administers the school media program working cooperatively with the principal, the district media coordinator, other media staff, and users. A B C D
2. Works with the principal and faculty in planning ways to improve instruction. A B C D
3. Plans and implements media program policies. A B C D
4. Works as a member of curriculum committees, textbook committees, and other instructional groups. A B C D
5. Provides staff development programs for teachers in the evaluation, selection, and use of materials and equipment. A B C D
6. Coordinates the selection, organization, and distribution of materials and equipment. A B C D
7. Acquires and disseminates information regarding community resources. A B C D
8. Is aware of new educational trends and instructional techniques. A B C D
9. Interprets the school media program to students, faculty, administration, and community. A B C D

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

10.	Develops a climate that encourages students and teachers to take full advantage of the media center and its resources.	A B C D
11.	Adequate support staff of the media center is provided to perform the essential, time-consuming tasks, which contribute to the efficient operation of the media program, and release professionals to work in the areas of their expertise.	A B C D
12.	The general rating of the PERSONNEL area is	A B C D

Write an evaluative statement related to the Personnel area.

FACILITIES

Definition

Any area of the building that directly supports and enhances the media program of the school will be considered as media facilities for the purpose of assessment.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

13. Space is sufficient to meet the needs of the instructional program of the school. A B C D

14. Circulation is near main entrance and near reference collection. A B C D

15. A large open area is available for study. A B C D

16. Wired carrels are provided for listening and viewing. A B C D

17. An informal area is provided for reading and browsing. A B C D

18. Conference rooms are available. A B C D

19. Office space is provided for program planning and related work. A B C D

20. Work area is provided with sink, electrical outlets, shelving, cabinets, and counter space. A B C D

21. Facilities are provided for production of materials such as lamination, transparency making, tape duplication, photography/dark room, and graphics. A B C D

22. Equipment storage is located on a corridor with necessary provisions for security. A B C D

23. Accoustical treatment of wall, floor, and ceiling and sufficient controlled lighting are provided. A B C D

A.	Extremely Satisfactory	C.	Needs Improving
B.	Satisfactory	D.	Unsatisfactory

24. Sufficient number of electrical outlets are available to provide for maximum use of facilities and equipment. A B C D

25. Separate storage area is provided for back issues of periodicals and infrequently used materials. A B C D

26. Adequate shelving is provided to house the entire collection. A B C D

27. Flexible space, at least classroom size, is provided for audio and visual presentation. A B C D

28. The media center has a warm and inviting atmosphere created by displays, materials, and people all of which give the message "use me." A B C D

29. The general rating of the FACILITIES area is A B C D

Write an evaluative statement related to the Facilities area.

COLLECTIONS

Definition

The media collection is composed of instructional materials and equipment which provide the primary means for teaching, learning, and interest fulfillment.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Assessment Criteria

Print Materials

Books

30. The collection contains a variety of print materials. A B C D

31. Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format. A B C D

32. Sufficient duplicate titles are provided to satisfy demands. A B C D

33. Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preference. A B C D

34. The media staff obtains for users additional items from the district center and other sources. A B C D

35. Current professional materials for faculty and staff use are a part of the collection. A B C D

Periodicals and Newspapers

36. The collection supports the curriculum, caters to the interests of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers. A B C D

37. Appropriate indexes are provided for magazine and newspaper holdings. A B C D

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

38. Back issues of selected periodicals are readily available in the media center. Selected holdings will extend back to five years or more in whatever form is feasible. A B C D

39. Duplicate titles are provided for periodicals in heavy demand. A B C D

Pamphlets

40. The collection includes state, national, and international government documents, which represent important sources of information. A B C D

41. Items in the collection are useful, current, varied in points of view, and easily accessible. A B C D

Visual Materials

Filmstrips

42. Packaging of the filmstrip(s) and related materials is convenient for effective use and storage. A B C D

16mm and Super 8mm Sound Films, Videotapes, and Television Reception

43. Requests for materials from the district center are met 90 percent of the time. A B C D

44. Collections include materials produced by students and staff that meet criteria for quality and need. A B C D

45. Satisfactory condition of materials is assured by a maintenance and distribution system that checks, rewinds, cleans, and repairs each item after use. A B C D

46. Collections are evaluated continuously to identify materials requiring replacement and to withdraw obsolete items. A B C D

47. Equipment selection emphasizes adequacy and reliability of equipment and availability of servicing and repair, as well as availability of spare parts. A B C D

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

48. Selection of video playback and reception equipment provides for standardization of formats, to facilitate development of collections of video materials. A B C D

49. Video playback equipment is selected to provide for maximum simplicity and error-free operation with a minimum of controls. A B C D

50. Selection of 16mm projectors is based on specific criteria related to the intended use of the equipment. Choice between self-threading and manual-threading projectors takes into account convenience of use and ease of operation. A B C D

Auditory Formats

Tape Recorders and Record Players

51. In choice of format(s) and equipment consideration is given to ease of use, compatibility of equipment, availability of materials, and ability to duplicate and produce recordings locally. A B C D

52. Blank tapes are provided for production of recordings by users and staff. A B C D

53. Equipment is selected carefully to insure accurate, high quality reproduction of the original sound. A B C D

Educational Broadcast Radio

54. A radio with AM-FM receivers plus a central distribution system is available. A B C D

Tactile Formats

55. The collection includes games, models, sculpture, and specimens chosen to augment the curriculum and to stimulate user interests. A B C D

56. Both commercially-produced and locally-developed materials are considered for inclusion in the collection. A B C D

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

57. Selection criteria emphasize a high degree of aesthetic appeal that invites handling of the objects in the process of use. A B C D

58. Tactile items are repackaged as necessary to promote convenience, durability, and appeal. A B C D

Miscellaneous Equipment

Access to the following items is provided:

59. Opaque projectors A B C D

60. Projector carts with height appropriate to type of equipment A B C D

61. Projection screens 60" x 60" A B C D

62. Video cable wiring in each classroom A B C D

63. Copying machine A B C D

64. Duplication machines A B C D

65. Dry mount press A B C D

66. Paper cutters A B C D

67. Transparency makers A B C D

68. Typewriters for graphics production A B C D

69. Cameras and related equipment A B C D

70. Videotape recorder A B C D

71. Super 8 film production equipment A B C D

72. The general rating of the COLLECTIONS area is A B C D

Write an evaluative statement related to the Collections area.

OPERATIONS

Definition

Operation of the media program includes planning, budget, purchasing, production, access and delivery systems, maintenance, public information, and program evaluation.

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Planning

Assessment Criteria

73. A systematic plan is used to establish both short and long-range goals of the media program. A B C D

74. Priorities are established within program objectives. A B C D

75. A designated committee is actively involved in planning the media program. A B C D

Budget

Assessment Criteria

76. A media program budget is prepared annually. A B C D

77. Adequate funds for new and replacement acquisitions are provided annually to support the basic priorities of the media program. These may include per pupil, federal project funds, PTA, library allotment or other funds including capital outlay. A B C D

Purchasing

Assessment Criteria

78. Funding and procedures provide for a continuous acquisition of materials and equipment at the time of need. A B C D

A. Extremely Satisfactory C. Needs Improving
B. Satisfactory D. Unsatisfactory

79. Inexpensive and consumable items can be purchased quickly and without "red tape" at the time needed. A B C D

80. Purchases are made after personal evaluations or consulting professional reviews. A B C D

81. Purchasing procedures provide for all allotted monies to be completely spent and not lost because vendor cannot make delivery. A B C D

Production

Assessment Criteria

82. A variety of instructional material is produced in the local school. A B C D

83. Instruction and training in the use of production equipment is provided for faculty, students, and volunteers. A B C D

84. Locally-produced materials of permanent value are cataloged and circulated from the media center. A B C D

Access and Delivery

Assessment Criteria

85. All instructional materials, print, and nonprint, are centrally cataloged and circulated from the media center. A B C D

86. The media staff circulates and inventories all media program equipment. A B C D

87. Files are maintained for community resources, agencies, and additional sources of information. A B C D

88. The media center hours are flexible, extend beyond the school day, and provide for easy access to materials and services. A B C D

A. Extremely Satisfactory
B. Satisfactory
C. Needs Improving
D. Unsatisfactory

Maintenance

Assessment Criteria

89. Equipment is kept in good repair. A B C D

90. Instruction in the use of equipment and preventive maintenance is provided. A B C D

Public Information

Assessment Criteria

91. A well-planned program interprets the role and the accomplishments of the media program to the school and the community. A B C D

92. Public information programs protect intellectual freedom in the media program by sharing goals and objectives with the community. A B C D

Program Evaluation

Assessment Criteria

93. An instrument is devised for determining the effectiveness of the media program. A B C D

94. The local school staff participates in the evaluation of materials and services at the district level. A B C D

95. The general rating of the OPERATIONS area is A B C D

Write an evaluative statement related to the Operations area.

LIBRARY MEDIA PROGRAM EVALUATION INSTRUMENT

(Parents - Students)

On the following pages is a list of items designed to help you evaluate your school's library media program. Please evaluate this program using the attached items.

Directions

A. READ each item carefully.

B. THINK about the activity suggested. Is it being accomplished?

C. MARK your answer on the answer sheet. (Key: A - yes, B - no) Write the school name on the answer sheet. Use only a No. 2 pencil. Use numbers 1 through 30 on the answer sheet.

Key

A. Yes - Present library media program is doing activity suggested by item.

B. No - Present library media program is not doing activity suggested by item.

PERSONNEL

Definition:

Personnel for creating and maintaining educational media programs include the professional staff, support, staff, and volunteer workers.

Evaluation Items:

	Yes	No
1. The library media specialist is responsible for the selection, organization, and distribution of print and nonprint materials and equipment.	___	___
2. The media specialist informs the students and parents of the services of the media center and encourages use of the facilities and materials.	___	___
3. Does your media center have a parent-volunteer program?	___	___
4. Does your media center have a student-volunteer program?	___	___

FACILITIES

Definition:

Any area of the building that directly supports and enhances the media program of the school will be considered as media facilities for the purpose of evaluation.

Evaluation Items:

	Yes	No
5. The media center has sufficient space to serve students and faculty with provision for research and reading, group instruction, individual listening and viewing, and production of materials.	___	___

COLLECTIONS

Definition:

Collections are instructional materials and equipment which provide the primary means for teaching, learning, and interest fulfillment.

Evaluation Items:

Print Materials

		Yes	No
6.	The book collection is up to date and supports the curriculum and interest of students.	___	___
7.	Sufficient duplicate titles are provided to satisfy demands.	___	___
8.	Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to encourage reading.	___	___
9.	The media staff obtains for users additional items from other sources outside the local library.	___	___
10.	Magazines and newspapers are easy to locate and use.	___	___
11.	Back issues of magazines are available.	___	___

Pamphlet

12.	Items in the collection are useful, current, varied in points of view, and easily accessible.	___	___

Nonprint Materials and Equipment

13.	The collection includes a variety of filmstrips, tapes, kits, transparencies, art and study prints, maps and globes, slides, and other items.	___	___
14.	Equipment necessary for the utilization of nonprint materials is provided.	___	___

	Yes	No
15. The selection, availability, and repair of materials and equipment is satisfactory.	___	___
16. Damaged and out-of-date items are replaced on a regular basis.	___	___
17. Materials such as blank tapes and film are provided for curriculum related projects.	___	___
18. Collections include materials produced by students and staff.	___	___
19. The media center collection also includes games, models, and sculpture.	___	___

OPERATIONS

Definition:

Operation of the media program includes planning, budget, purchasing, production, access and delivery systems, maintenance, public information, and program evaluation.

Evaluation Items:

		Yes	No
20.	Adequate funds for new and replacement acquisitions are provided annually to support the basic priorities of the media program.	___	___
21.	A variety of instructional material is produced in the local school.	___	___
22.	Instruction and training in the use of production equipment is provided for students and volunteers.	___	___
23.	All instructional materials, print and non-print, are centrally cataloged and circulated from the media center.	___	___
24.	Locally-produced materials of permanent value are cataloged and circulated from the media center.	___	___
25.	The media staff circulates and inventories all media program equipment.	___	___
26.	Files are maintained for community resources, agencies, and additional sources of information.	___	___
27.	The media program is explained to students and parents.	___	___
28.	The media center hours are flexible, extended beyond the school day, and provide for easy access to materials.	___	___
29.	The media center has a warm and inviting atmosphere created by displays, materials, and people all of which give the message "use me."	___	___
30.	Generelly speaking, I am satisfied with my school's media program.	___	___

DATA ANALYSIS DIRECTIONS

1. Pre-assessment data can be analyzed in two ways:

   A. Use of a computer

   B. Tally results manually

2. Computer analysis

   A. Schedule planning session with computer officials.

   B. Establish methods and procedures through consultation with computer officials.

3. Manual Analysis

   A. Tally answers from answer sheets using separate Tally Sheet (Exhibit 1) for each group sampled (principals, media specialists, teachers, parents, and students).

   B. Identify items rated as Needs Improving or Unsatisfactory by one or more of the groups sampled, and identify the items rated as No by the parents and students. Record results on Data Analysis Sheet (Exhibit 2).

   C. Identify items rated as Needs Improving or Unsatisfactory by two or more of the groups sampled, and identify the items rated as No by parents and students. Record results on Data Analysis Sheet (Exhibit 3). Use the Conversion Table (Exhibit 4) when matching like items from the four instruments.

   D. Identify items rated Needs Improving or Unsatisfactory by three or more of the groups sampled, and identify the items rated as No by parents and students. Circle these items on the Data Analysis Sheet (Exhibit 3).

4. Data Analysis Summary

   A. At this point the following list of Media Program Weaknesses have been identified.

      1. Items rated unsatisfactory by one or more groups.

      2. Items rated unsatisfactory by two or more groups.

      3. Items rated unsatisfactory by three or more groups.

   B. The next step is to establish media weaknesses priorities toward which improvement can be made.

DIRECTIONS FOR ESTABLISHING PRIORITIES

1. Using information from Data Analysis Sheets (Exhibits 2 and 3) establish a list of media program weaknesses by category (Personnel, Facilities, Collections, Operations). Refer to Exhibit 5 for an example. Use the Category Conversion Table (Exhibit 6) to help identify items by category on all assessment instruments.

2. Establish a high priority media program weaknesses list using the list of media program weaknesses established in Number 1 above. Refer to Exhibit 7 for an example.

3. A list of media program weaknesses has been established and priorities for improving the weaknesses have been identified. The next step is to develop plans for improving the weakness or weaknesses.

Directions for Plans for Improvement

1. Using the information from the Media Program Weaknesses Priorities list (Exhibit 7) develop specific action plans for improving media program weaknesses. Refer to Exhibit 8 for an example.

2. Commit your plans to writing including objectives, resources, committees, and dates. Refer to Exhibit 9 for an example of a plan sheet.

3. Specific action plans have now been developed. The final two steps are to implement your plans and evaluate the results.

DIRECTIONS FOR FOLLOW-UP ACTIVITIES

1. Develop a post test and evaluation procedure using the priorities list (Exhibit 7) and action plans (Exhibits 8 and 9). Refer to Exhibit 10 for an example of a post test.

2. Analyze the post test results, adjust priorities and objectives, and recycle as is necessary.

3. Make the assessment and improvement of Media Personnel, Facilities, Collections, and Operations a continuous process.

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Teachers

EXHIBIT 1
GROUPS/INDIVIDUALS SAMPLED

Instrument Items

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
9.																				
10.	C	C	D	B	D	A	B	B												
11.																				
12.																				
13.																				
14.																				
15.																				
16.																				
17.																				
18.	C	D	D	C	D	C	C	B												
19.																				
20.																				
21.	C	C	B	B	B	C	C	B												
22.	B	C	D	C	C	C	B	B												
23.																				
24.																				
25.	C	D	D	C	D	C	B	B												

In the school illustrated above 50 percent or more of the eight teachers sampled rated items 10, 18, 21, 22, and 25 as either needs improving or unsatisfactory.

EXHIBIT 2

DATA ANALYSIS SHEET

Items Identified as Potential Media Program Weaknesses by One or More of Groups Sampled

SCHOOL Smithville

Criteria Rated as Needs Improving or Unsatisfactory

PRINCIPAL		MEDIA SPEC.		TEACHERS	PARENTS	STUDENTS
16	8	16	21	18	8	4
22	11	53	23	21	18	8
34	20	54	29	52	21	17
36	24	55	33	54	24	18
42	26	118	34	55		19
72	27	120	37	56		26
81	28	116	40	62		28
94	29		43	69		
105	30		46	71		
	45		51	79		
	48		58	93		
	50		59			
	52		60			
	54		75			
	55		76			
	65		77			
	66		78			
	68		88			
	83		89			
	84		91			
	85		99			
	90		101			
	93		102			
	95		103			
	100		104			
			114			

EXHIBIT 3

DATA ANALYSIS SHEET

Items Identified as Possible Weaknesses by Two or More of Groups Sampled

Assessment Group/Individual

Criteria Rated as Needs Improving or Unsatisfactory	PRINCIPAL	MEDIA SPEC.	TEACHERS	PARENTS	STUDENTS
1	16	16			
2	22	21			
3	24	23			
④	30	29	21		
5	34	33			
6	42	40			
7	45	43			
8	48	46			
⑨	52	60		18	18
10	72		62		
⑪	65	75	55		19
⑫	66	76	56		
13	68	78			
14		89	69		
⑮	81	91	71		
⑯	90	99	79		
⑰	93	102		21	
18	94	103			
⑲	95	104		24	
⑳	105	114		93	
21				8	8

Items circled were identified as possible weaknesses by three or more of the groups sampled.

EXHIBIT 4

Item Matching Conversion Table

	(Instruments)		
MS	P	T	P-S
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5		
6	6		
7	7		
8	8	5	
9	9		
10	10	6	1
11	11	7	
12	12	8	
13	13	9	2
	14	10	
15	15		
16	16		
17	17		
18	18		
19	19		
20	20	11	
21	22	13	5
22	23	14	
23	24	15	
24	25	16	
25	26	17	
26	27	18	
27	28	19	
28	29	20	

	(Instruments)		
MS	P	T	P-S
29	30	21	
30	31	22	
31	32	23	
32	33	24	
33	34	25	
34	35	26	
35	36	27	
36	37	28	29
37	39	30	
38	40	31	
39	41	32	7
40	42	33	8
41	43		6
42	44	34	9
43	45	35	
44	46	36	
45	47	37	10
46	48	38	11
47	49	39	
48	50	40	
49	51	41	12
50			
51			
52			
53			
54			
55			
56			13

	(Instruments)		
MS	P	T	P-S
57			
58		42	
59			
60	52		18
61			
62			
63	53	43	
64	54	44	
65	55	45	15
66	56	46	16
67	57	47	
68	58	48	
69	59	49	
70	60	50	
71	61	51	
72	62	52	17
73	63	53	
74	64	54	
75	65	55	19
76	66	56	
77	67	57	
78	68	58	
79	69	59	
80	70	60	
81	71	61	
82	72	62	
83	73	63	
84	74	64	

EXHIBIT 4
(Continued)

(Instruments)				(Instruments)				(Instruments)			
MS	P	T	P-S	MS	P	T	P-S	MS	P	T	P-S
82	72	62									
83	73	63									
84	74	64									
85	75	65		109	100	90	27				
86	76	66		110	101						
87	77	67		111	102						
88	78	68		112	103	31					
89	79	69		113	104	92					
90	80	70		114	105	93					
91	81	71		115	106						
92	83	73		116	107	94					
93	84	74		117	21	12					
94	85	75		118	38	29					
95	86			119	82	72					
96	87	76		120	108	95					
97	88	77	20								
98	89	78									
99	90	79									
100	91	80									
101	92	81									
102	93	21									
103	94	83	22								
104	95	84	24								
105	96	85	23								
106	97	86	25								
107	98	87 88	26 28								
108	99	89									

EXHIBIT 5

MEDIA PROGRAM WEAKNESSES IDENTIFIED AT SMITHVILLE SCHOOL

Criteria Rated Unsatisfactory or Needs Improving by Three or More Groups

Facilities

Facilities are provided for production of materials, such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.

Collections

Locally-produced slides and transparencies are added to the collection when they meet criteria for quality and need.

Both commercially-produced and locally-developed materials are considered for inclusion in the collection.

The collection includes games and toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.

Super 8 film production equipment.

Operations

Inexpensive and consumable items can be purchased quickly and without "red tape" at the time of need.

A variety of instructional material is produced in the local school.

Locally-produced materials of permanent value are cataloged and circulated from the media center.

An instrument is devised for determining the effectiveness of the media program.

EXHIBIT 6

CATEGORY CONVERSION TABLE

Assessment Instrument

Category

	PRINCIPALS' INSTRUMENT	MEDIA SPECIALISTS' INSTRUMENT	TEACHERS' INSTRUMENT	PARENTS' STUDENTS' INSTRUMENT
PERSONNEL AREA	1 - 21	1 - 20	1 - 12	1 - 4
FACILITIES AREA	22 - 38	21 - 36	13 - 29	5
COLLECTIONS AREA	39 - 82	37 - 91	30 - 72	6 - 19
OPERATIONS AREA	83 -108	92 -120	73 - 95	20 - 30

EXHIBIT 7

MEDIA PROGRAM WEAKNESSES IDENTIFIED AT SMITHVILLE SCHOOL

Criteria Rated Unsatisfactory or Needs Improving by Three or More Groups

Priority	Facilities
1	Facilities are provided for production of materials, such as lamination, transparency making, tape duplication, photography/darkroom, and graphics.
	Collections
1A	Locally-produced slides and transparencies are added to the collection when they meet criteria for quality and need.
1B	Both commercially-produced and locally-developed materials are considered for inclusion in the collection.
1C	The collection includes games, toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.
2	Super 8 film production equipment.
	Operations
4	Inexpensive and consumable items can be purchased quickly and without "red tape" at the time of need.
1A	A variety of instructional material is produced in the local school.
1A	Locally-produced materials of permanent value are cataloged and circulated from the media center.
3	An instrument is devised for determining the effectiveness of the media program.

EXHIBIT 8

PRIORITIES AND IMPLEMENTATION PLANS

I. Learning Resource Center Smithville School

  A. Facilities are the number one priority. To implement this, a regular size classroom will be used. Students, teachers, media specialists, principal, and parents will be involved in the development of a Learning Resource Center.

  B. Locally produced slides and transparencies will be added to the collection when they meet criteria for quality and need.

  C. Both commercially produced and locally developed materials will be considered for inclusion in the collection.

  D. The collection will include games and toys, models and sculpture, and specimens chosen to augment the curriculum and to stimulate user interests.

II. Super 8 Film Production

  A. Priority number two is to purchase one Super 8 Camera to be used on an experimental basis to determine value.

  B. Other equipment will be purchased dependent upon results.

III. Instrument Development

  A. A committee will be developed to devise an instrument to evaluate the program.

  B. The instrument will be used annually by teachers, students, and parents.

IV. Inexpensive and Consumable Materials Purchasing Procedures

  A. Review present procedures.

  B. Revise present procedures where necessary.

EXHIBIT 9

PLANNING SHEET

SCHOOL_______________________________

I. PRIORITIES:

1.

2.

3.

4.

5.

II. I PLAN TO IMPLEMENT PRIORITIES __________ THROUGH__________.

III. OBJECTIVES:

1.

2.

3.

IV. ATTACH DETAILED ACTION PLANS. INCLUDE THE FOLLOWING:

1. Dates
2. Committees
3. Rules and responsibilities
4. Other

EXHIBIT 10

SMITHVILLE POST TEST

Directions:

Circle the appropriate letter to indicate the progress achieved concerning the priorities and implementation plans you developed for the improvement of your media center.

List in the space provided any relevant comments or long range plans for items rated "D" or other priorities not listed on this post test.

Priority:	Much Improvement Evident	Some Improvement Evident	Little Improvement Evident	Long Range Follow-Up Planned
1. A learning resource room has been developed as an extension of the media center. Please attach evidence.	A	B	C	D
2. Purchase of Super 8 equipment has been done.	A	B	C	D
3. A committee will be organized to devise an instrument to be used to evaluate the media program. Please attach evidence.	A	B	C	D
4. Locally developed materials are a part of the media collection.	A	B	C	D
5. Review and revise the present media center purchasing procedures.	A	B	C	D

Comments/Long Range Plans: